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THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

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NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN

Dean R. B. House



September  
1941

Volume VI  
Number I

## In This Issue

	PAGE
State Superintendent's Letter.....	2
Calendar of Events.....	2
Cover Picture .....	2
Editorial Comment:	
Volume VI .....	3
Educated Legislators .....	3
Our Columns .....	3
Summer Conferences .....	3
Notes and Announcements:	
New Superintendents .....	4
1941 District Teachers' Meetings.....	4
Staff Changes .....	4
Educational Attainments of 1941 Legislators	
(Box) .....	4
Nags Head Conference.....	4
Surplus Foods Distributed.....	4
Henderson Rejects Ninth Month.....	4
Mineral Springs Meets Requirements.....	5
Textile School To Be Established in Gas-	
ton County .....	5
Action for Democracy .....	5
State Councils on Rural Life and Education ...	5
Health Education Pamphlet.....	5
Sound Films Available.....	8
Mrs. Douglas Writes Book.....	8
America's Free Schools.....	8
Geographic News Bulletins.....	8
Decide-For-Yourself Packets .....	8
Higher Salaries for Teachers and Principals	9
Schools and the National Defense Savings	
Program .....	9
American Education Week (Box).....	9
New Certificates .....	9
Picture Trailer for American Education Week	12
State School Facts.....	6-7
Tar Heel History.....	10
From the Office .....	10
Education Quiz .....	11
Laws, Rulings, and Opinions.....	11
School Paper Notes.....	12
Quiz Answers (Box) .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

September 1, 1941

### To Superintendents, Principals, and Teachers:

Never before in the history of this country has the need for trained workers been more evident than today. Although there are many workers registered with employment offices, the greatest number of these workers are not qualified either by training or by experience in the particular occupations required by defense industries.

North Carolina has recently expanded its vocational program in order to help train workers for defense industries. In thirteen centers supplementary and refresher courses in trade schools are given. The training of youth in basic mechanical occupations and in specific jobs is being carried on throughout the State. And on NYA projects youths are given instruction which is regarded as important in making adjustments to occupational civic life. All this training is largely for the specific job. It is necessary for the national defense and the preservation of democracy.

We should not lose sight of another aspect of our national defense, however; and that is the national morale. Education must not only be defended but improved. The preservation and growth of the public schools is the cradle of democracy and the hope of the future. Because we believe that the future will open up new vistas to us only if democracy survives, we must prepare to defend it, not only by training skilled workers but by training boys and girls in the full meaning of democracy.

Not all teachers are engaged in training for immediate specific jobs, but every teacher has the opportunity to help build our future civilization. I hope, therefore, that none of us will shirk our duty in training the youth of this State in a proper understanding of our way of life.

Very truly yours,

*Clyde H. Ewing*

State Superintendent of Public Instruction

### Calendar of Events

- 1—Labor Day
- 14—Star Spangled Banner written
- 17—Constitution of U. S. Adopted, 1787.
- 26—South Piedmont District, N. C. E. A. meets in Charlotte

### Cover Picture

One of the most important courses being taught draft rejectees in the Durham NYA Resident Center is Radio Servicing and Radio Code. In the picture Mr. C. W. Mears, Radio Instructor for the State Department of Public Instruction, is giving instruction in radio theory and practice to a group of draft rejectees in the Durham NYA Resident Center. This is the first one established for draft rejectees in the country.

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# North Carolina Public School Bulletin

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CLYDE A. ERWIN, State Superintendent of Public Instruction

L. H. JOBE, Director Division of Publications, Editor

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## Editorial Comment

### VOLUME VI

We make our entry in No. 1 of Volume VI in new format as well as on new paper. We have also changed some features of our content.

The change in paper stock is due to the bottle-neck which has developed in the paper-making industry. The news print upon which this volume of the BULLETIN is to be printed is cheaper in that it does not require as many processes in its manufacture. We also understand that chlorine, which is used in the bleaching process, is a necessary item in the National Defense Program. We are doing our bit, therefore, in this instance in the interest of national defense.

It will be observed that our center spread is a reproduction of *State School Facts*, with the date, number, and other indicia omitted. For this volume of the BULLETIN, therefore, *State School Facts* will be a regular section, and those on the mailing list heretofore for both *State School Facts* and the BULLETIN will receive only the latter publication hereafter.

If any reader has any comment or criticisms to make on these changes or any other features of the BULLETIN, please send them to "ye editor." We also invite you to contribute any "content" for future numbers of this publication.

### EDUCATED LEGISLATORS

For a Legislature that passed a teachers' retirement law, made provision for a twelfth grade, doubled the appropriation for vocational education, and increased the ap-

propriation for support of the eight-months school term, one is justified in asking the question "Was the Legislature of 1941 educationally minded?"

The Legislative group consists of 170 members, selected from a population of 3,571,623—one from each 20,000 approximately—as representative of North Carolina's leadership and its educated citizens.

A partial answer to the question raised will be found in the table, given elsewhere in this BULLETIN, showing the educational attainments of the members of the General Assembly. The biographical sketches printed in the *North Carolina Manual* for 1941 are the sources from which this tabulation was made.

The largest proportion of the 170 members of the 1941 General Assembly had been to college, 148 of the total number; and 89 were college graduates. Very definitely, then, we can say that the Legislature of 1941 was "educationally-minded," as shown by both training and acts.

Incidentally, it is of interest to read biographical sketches of a few decades ago, when many legislators stated: "Educated in the common schools"; "Never attended school after 12 years of age." "Attended old field schools," etc.

### OUR COLUMNS

We are glad to be able to continue with this volume of the BULLETIN the "Tar Heel History" column. This column is prepared by the Historical Commission. We hope that you, especially teachers, will read it each month for the historical information that it contains.

The "From the Office" column will be prepared by staff members of the Department. The "Laws, Rulings and Opinions" is being continued since it appears to be one of the most popular parts of this paper. Likewise, "Press Clippings" and "School Paper Notes" are carry-overs under slightly changed names from the last volume.

We are presenting a new column entitled "Education Quiz," which we hope you will like. This column is intended in a popular way to acquaint you with some of the facts about public education in North Carolina.

### SUMMER CONFERENCES

This past summer has really been filled with educational conferences. Early in June the Annual Leadership Conferences were held at Chapel Hill. In June and July Elementary Principals Conferences were held at the Woman's College, Appalachian State Teachers College, and East Carolina Teachers College. On July 10 the District Principals met at Duke University. Rural Education Conferences were held at Appalachian, the University and at East Carolina in June and July. An Audio-Visual Education Conference was held at Chapel Hill July 7-8. The Superintendents held their fifth annual conference at Nags Head on July 31-Aug. 2. And there were others, all of which were interesting and inspiring to those who attended them.

And this leads us to inquire, for the purpose of answering, of course, "why have conferences?" A conference is a place where those engaged in similar work meet to discuss common problems connected with that work. The best conferences are those composed of relatively small groups where expression may be aroused from a majority of the group. Usually a speaker or leader presents views with regard to the topic for discussion, after which there is discussion by the group. In this way the atmosphere of different opinions is cleared and some valuable benefits are derived from the exchange of experiences.

The conferences held this year throughout the State were especially beneficial. Many of those who attended these conferences expressed the opinion that many worthwhile matters were discussed intelligently, and that much good was derived from both the programs presented and from the professional associations afforded at these meetings.

After the superintendents' conference at Nags Head, one person who was there and whose judgment is to be respected wrote "this was as good a conference of any kind as I ever attended." "Moreover," he added "I have become more and more impressed about how lucky the State of North Carolina is to have the quality of leadership it has in its school superintendents."

On behalf of the superintendents, we say "Thank you!" "Next time you come to our conference bring two harps." We enjoyed your talk also.



# Notes and Announcements

## NEW SUPERINTENDENTS

The following is a list of the new superintendents of county and city administrative units, effective July 1, 1941:

County:  
 Edgecombe .... E. D. Johnson, Tarboro, N. C.  
 Graham ..... F. S. Griffin, Robbinsville, N. C.  
 Harnett ..... C. Reid Ross, Lillington, N. C.  
 Hyde ..... N. W. Shelton, Swan Quarter, N. C.  
 Pamlico ..... Tom Hood, Bayboro, N. C.  
 Yancey ... Miss Hope Buck, Burnsville, N. C.  
 City:  
 Morven ..... Rowe Henry, Morven, N. C.  
 Cherryville W. F. Starnes, Cherryville, N. C.  
 Gastonia ..... K. G. Phillips, Gastonia, N. C.  
 Statesville .. L. S. Weaver, Statesville, N. C.  
 Elizabeth City..... Paul A. Reid,  
 Elizabeth City, N. C.  
 Tryon-Saluda ..... Marcus B. Caldwell,  
 Tryon, N. C.  
 Fremont..... H. M. Lynch, Fremont, N. C.

## 1941 DISTRICT TEACHERS' MEETINGS

The six district meetings of teachers, principals, and superintendents for 1941 are scheduled as follows:

South Piedmont District, Charlotte, September 26

Western District, Asheville, October 10.

Northwestern District, Greensboro, October 17

Southeastern District, Wilmington, October 31.

Northeastern District, Greenville, November 7.

North Central District, Durham, November 14.

The September, October and November issues of *North Carolina Education* will feature the programs for these meetings. Space for exhibits will be available at each meeting. For further information write the North Carolina Education Association, Raleigh, N. C.

## STAFF CHANGES

**Morriss-Miller:** During the summer Mrs. Elizabeth Morriss resigned as Director of the Division of Adult Education, and was succeeded by Mr. J. E. Miller, principal of the Washington High School.

From 1937 until 1939, Mrs. Morriss headed both the WPA and the State adult education programs. For the past two years she directed the State program.

Mr. Miller is a graduate of Wake Forest College, class of 1931. He has since done graduate work there, as well as at Duke and Peabody. He has been with the Washington City schools since his graduation, for three years as a teacher of social sciences and for the past seven years as principal of the high school. Last year he was president of the Northeastern District Teachers Association.

**McKinney-Davis-Talton:** After having served as Director of the Division of Finance and Statistics for about two years, Mr. Troy V. McKinney resigned July 1, 1941, to

## EDUCATIONAL ATTAINMENTS OF 1941 LEGISLATORS

	Senate		House		Total	
	No.	%	No.	%	No.	%
College Graduate	26	52.0	63	52.5	89	52.4
Some College	16	32.0	23	19.2	39	22.9
Attended H. S.	6	12.0	29	24.2	35	20.6
Att. Elem. School	2	4.0	3	2.5	5	2.9
Not stated	.....	.....	2	1.6	2	1.2
Total	50	100.0	120	100.0	170	100.0

go with the State Employees' and Teachers' Retirement System as auditor. Mr. A. C. Davis, who has been with the Department since March 1, 1936 as accountant, was appointed by Supt. Erwin to succeed him. Mr. Davis graduated at the University of North Carolina, class of 1936. Mr. John T. Talton, Jr., of Clayton, U. N. C., 1941, was appointed as accountant.

**Hines-Spencer:** Mr. Thomas I. Hines, who has been Acting Adviser of Physical and Health Education in the absence of Mr. C. E. Spencer, has been transferred to Defense Program No. 5, NYA Education, as Supervisor of the NYA Recreation Program. Mr. Charles E. Spencer, who has been doing graduate work for the past year at the University and at Columbia, has returned as Adviser of Physical and Health Education.

## NAGS HEAD CONFERENCE

The fifth annual North Carolina conference of superintendents met this year at Nags Head on July 31-August 2. Discussions of the conference centered around three main points: (1) the 12-year program, (2) the retirement law, and (3) defense training in the schools.

According to Supt. Erwin "this year's conference was the most significant that has ever been held." The superintendents went on record as favoring the erection of a bridge across Croatan Sound from Roanoke Island to Mann's Harbor. They also passed a resolution asking the State School Commission for a 50 per cent increase in clerical aid.

At the first general session Dean R. B. House of the University, and Mr. E. A. Wayne, Secretary of the N. C. Bankers Association, addressed the conference.

The second session on Friday morning was devoted to a discussion, led by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, of the twelve-year program. The following superintendents appeared on this panel: C. F. Carroll, High Point; C. W. Davis, Roanoke Rapids; W. F. Warren, Durham; J. P. Sifford, Stanly County; K. R. Curtis, Wilson County; H. M. Roland, New-Hanover County; and E. D. Johnson, Edgecombe County.

The afternoon was left open in so far as a set program was concerned in order that superintendents and their wives might fish, take trips, or "go in" the ocean. A fish-fry was enjoyed at Fort Raleigh in the evening, following which the pageant, "The Lost Colony" was attended.

At the Saturday morning session the discussion was led by Baxter Durham, Secretary of the State Employees' and Teachers' Retirement System, on the retirement law as it applied to school employees. The second part of Saturday's session was devoted to the Defense Training Program. T. E. Browne, State Director of Vocational Education, had charge of this phase of the conference. The main speaker at this session was Lieutenant-Colonel Frank J. McSherry, of Washington, Director of Defense Training. Other defense talks were made by State Supervisors R. B. Winchester, Q. E. Mathis, and L. B. Singleton.

Supt. Clyde A. Erwin presided at all meetings of the conference.

## SURPLUS FOODS DISTRIBUTED

School lunch rooms giving free meals during 1940-41 to needy and undernourished graded school pupils received 15,382,207 pounds of food valued at \$1,004,638. General cases were distributed 54,231,039 pounds worth \$3,097,585.

Both the Surplus Marketing Administration and the Works Projects Administration contributed clothing or household articles to the department's distribution program and the total value of all articles and food was set by A. E. Langston, State Director of Commodity Distribution, at \$4,765,648.

Foods distributed consisted of fruits, eggs, milk products, meat products, vegetables, grain products and shelled pecans and were sent from area warehouses twice a month to county welfare departments to be given to the needy in the respective localities.

## HENDERSON REJECTS NINTH MONTH

By a vote of 1224 against to 661 in favor of, the Henderson city administrative unit lost an election early in July to levy a special tax for the support of a ninth-month school term and a twelfth grade.

Earlier in the year Thomasville also failed to carry an election for similar purposes. The count of units having voted supplementary taxes for the support of schools above that provided by the State remains the same, therefore, as it was last fall a year ago. At that time there were 45 city, 2 county, and 11 districts within counties that were operating a nine-months school term. Six of these districts and one city unit did this from funds other



than taxation. A list of these units was printed in the November, 1940, issue of this publication. A sheet giving this last may be obtained upon request.

## MINERAL SPRINGS MEETS REQUIREMENTS

The Mineral Springs Elementary School located in Union County has within the past year met the requirements for accreditation by the State Department. According to A. M. Kale, principal, the following requirements as listed by the Department as needed have been met:

1. The rooms in the elementary building used for living quarters by the janitor have been vacated and remodeled so that there are now eight standard class rooms in that building in use. The addition of another elementary teacher will still allow all grades except the seventh to be placed in the elementary building.

2. All primary children have been moved to the first floor, and blackboards have been adjusted to the correct height.

3. Grade 4 moved upstairs, has 32 feet of blackboard.

4. Soft masonite bulletin boards 10'x4' have been placed in eight rooms.

5. An easel has been provided for grade 7.

6. Teacher's supply closets have been provided for nine rooms.

7. Cloakrooms were built in the four elementary rooms which did not have them.

8. Social Studies Supplementary Readers have been added for grades 4-7. Patch and Howe Science Readers for grades 3-7, and Science Stories, Books I and II, for first and second grades.

9. Eight lavatories and eight drinking fountains have been installed in the eight rooms of the elementary building. This makes a total of 13 lavatories and 11 drinking fountains for the school. Toilet fixtures have been installed in the elementary building.

10. Two new army cots have been provided for emergency use.

11. New shades have been bought for 21 windows.

12. The Sanford-Gordy History maps have been added to the Hart-Bolton series.

13. A number of new library books have been added.

14. The North Carolina Cumulative Record has been placed in six grades.

15. A cafeteria which feeds an average of 175 per day has been installed.

## TEXTILE SCHOOL TO BE ESTABLISHED IN GASTON COUNTY

The Commission appointed to select the site for the textile school which was authorized to be estab-

lished by the General Assembly of 1941 recently decided to place this school on a site near Belmont in Gaston County. The manufacturers of Gaston County donated the site and \$50,000 to help erect the buildings.

The institution will be called the North Carolina Piedmont Textile School, and will operate under the supervision of the State Board for Vocational Education. It will serve a radius of about 30 miles, in which are located more than 200 textile plants.

The course of study will include instruction under five main divisions: (1) Technology-history of textiles, cotton grading and stapling, cording, spinning, weaving, knitting, mill maintenance, humidity, designing, and cloth analysis; (2) Calculations; (3) Fixing and Machine Assembly; (4) Machine Operation; and (5) Related Subjects. The schedule of classes will be arranged in such a manner that three shifts can be taken care of each day.

## ACTION FOR DEMOCRACY

An Outline of ACTION FOR DEMOCRACY has been prepared recently by Willard Johnson, Central Area Director of the National Conference of Christians and Jews. The pamphlet is concise (16 pages) and contains a BILL OF DUTIES, a series of discussion questions and a list of helpful organizations. It is recommended for use by discussion groups and individuals. Prices are very low and can be obtained with a sample copy from the National Conference of Christians and Jews, 300 Fourth Ave., New York City.

## STATE COUNCILS ON RURAL LIFE AND EDUCATION

The organization of state councils on rural life and education to be composed of key representatives of state-wide agencies with education programs is proposed by The Committee on Rural Education, 600 South Michigan Avenue, Chicago, in a special bulletin just issued. The Committee, which is affiliated with the American Country Life Association and supported by the Farm Foundation, calls attention to "destructive forces at work" tending seriously to handicap efforts of rural people to achieve a satisfactory life on the land. Such destructive factors are the increase of farm tenancy, soil exhaustion through erosion and depletion of fertility, the steady loss of equity in the land, and the inability of rural youth to find an economic place either in the country or the city.

The organization of state councils is recommended as an initial step in the diagnosis of problems of rural education in the various states, and the development of ap-

propriate lines of action which will strengthen not only the school itself but the other social institutions of the countryside as well. Education as conceived of by the Committee must comprehend more than the school alone. It must consider the entire community. To date, Illinois and Oklahoma have organized such councils and have made material progress towards the goals set up.

## HEALTH EDUCATION PAMPHLET

The North Carolina Tuberculosis Association is again making available this year a health education pamphlet for teachers of the elementary, junior high and senior high schools.

The health pamphlet entitled, "Lighthouses of Science" was written by Anita D. Laton, Ph. D. She has, until recently, been Assistant Professor of Education and Supervisor of the teaching of science at the University of California and is now Research Associate in the Bureau of Educational Research, Teachers College, Columbia University.

Based on the lighthouse, the theme of the 1941 Christmas seal, the pamphlet correlates scientific method with the teaching of health education. In the first section Dr. Laton discusses briefly the history of lighthouses and tells many interesting facts regarding radio and airplane beacons. The story of light and the powerful influence the sun has held on man is skillfully told and leads directly into a discussion of the invisible rays and lighting standards.

Another section entitled "air" is sub-divided into topics dealing with ventilation, hearing, and noise and should be of interest to the teacher who continually is confronted with these three factors in the classroom.

Of special significance is the concluding section dealing with scientific methods of working. Here the author, after having made some general suggestions to teachers, has drawn up a chart on how to supply the scientific method in project form to Early Elementary Grades, the Upper Elementary Grades, the Junior High School, and the Senior High School.

Each of the sections at its conclusion has a list of suggested activities relevant to the discussion classified according to age and grade.

Pictures of various famous lighthouses throughout the United States, including the one at Cape Hatteras, are shown throughout the pamphlet.

Copies of this pamphlet may be secured from your superintendent of schools or through the chairman of your local Christmas seal sale committee.



# STATE SCHOOL FACTS

## Statistics for City and County Schools

This section of this publication has been prepared for the purpose of showing by statistical information the public school situation in the 100 county units, which are largely rural, as contrasted with similar conditions in the 69 city administrative units. Lists of these units, both county and city, will be found in preceding issues of STATE SCHOOL FACTS. The figures, as shown in the accompanying table, are for the school year 1938-39, the latest for which complete data are available.

Before discussing these figures as they relate to these two types of administrative units, something should be said about the local administrative organization of the schools. Under the present School Machinery Act each county is classified as a county administrative unit. This law further states that "city administrative units as now constituted shall be dealt with by the State school authorities in all matters of school administration in the same way and manner as county administrative units."

City administrative units "as now constituted" came into being under previous laws as successors to special charter districts which had been established by legislative acts. To be established as an administrative unit, however, the special charter district had to have a school population of 1000 or more. Under this law 69 city units operated in 1938-39. In 50 of the counties of the State there were no city units. There was one city unit in each of 33 counties, two in each of 15 counties, and three in each of two counties.

Although these 69 city units comprised a smaller proportion of the land area of the State, they include the dense population areas and consequently a larger part of the total State enrollment than at first glance may be supposed. According to item 20 of the table, it will be seen that

made in these respective units in accordance with the law. Since only two of the county units and four districts in these units have made special levies by a vote of the people, as contrasted with 44 city units, for extended terms and other purposes supplementary to the State supported eight months school term, it is apparent that local taxes would be increased in city units.

Approximately 78 cents of each dollar expended for the current operation and maintenance of the public schools during 1938-39 was for instructional service—largely the salaries of teachers and principals. The total, \$23,903,440.99, was divided according to county and city units as follows: County, \$16,566,240.38 or 69.3 per cent; city, \$7,337,200.61 or 30.7 per cent. Here again, the effect of local taxation is observed.

### School Property

Items 4, 5, 6, and 7 are concerned with school property. Item 4 shows the appraised value of school property for the State to have been \$116,439,016. Item 5 shows that there were 4,324 schoolhouses, which had an average value of \$26,929. The average value based on the number of pupils enrolled in school was \$130.46.

### Elementary Schools

Items 8-12 refer to the elementary schools. In 1938-39, the table shows, there were nearly 4,000 elementary schools, most of which were in county units. More than 1,000 schools had seven or more teachers. Approximately 1,150 had only one teacher. Consult the table for the division of these numbers as to unit and as to race.

Of the 1,030 schools having seven or more teachers and thus eligible for accreditation in this respect, 632 met the other necessary requirements and were accredited by the State Department of Public Instruction.

Item 18 shows that there were 26,370 teachers and principals and 679,931 in county units and 6,791 in city units. According to item 19, the enrollment was

PUBLIC SCHOOL STATISTICS, 1938-39

ITEMS	100 County Units	69 City Units	Total
1. Total school expenditure.....	\$29,444,091.05	\$12,873,733.37	\$42,317,824.42
Current expense.....	21,795,178.16	9,016,100.87	30,811,279.03
Capital outlay.....	3,249,787.44	1,340,563.70	4,590,351.14
Debt service.....	4,399,125.45	2,517,068.80	6,916,194.25
2. Source of current expense:			
Federal and philanthropic.....	497,428.00	104,288.47	601,716.47
State.....	18,921,823.84	6,426,882.79	25,348,706.63
Local.....	2,375,926.32	2,484,929.61	4,860,855.93
3. Expended for instructional service.....			
White.....	16,566,240.38	7,337,200.61	23,903,440.99
Negro.....	13,194,958.42	5,588,836.63	18,783,795.05
4. Value of school property.....	3,371,281.96	1,748,363.98	5,119,645.94
White.....	63,897,139.00	52,541,877.00	116,439,016.00
Negro.....	57,564,848.00	44,258,745.00	101,823,593.00
5. Number of schoolhouses.....	6,332,291.00	8,283,132.00	14,615,423.00
White.....	3,750	574	4,324
Negro.....	1,835	348	2,183
6. Average value per schoolhouse.....	1,915	226	2,141
White.....	17,039.00	91,536.00	26,929.00
Negro.....	31,370.00	130,054.00	46,644.00
7. Average value per pupil enrolled.....	3,306.00	36,651.00	6,826.00
White.....	97.74	220.02	130.46
Negro.....	125.56	164.12	144.84
8. Number of elementary schools.....	32.43	107.77	140.20
White.....	3,518	454	3,972
Negro.....	1,593	256	1,849
9. Number of elementary schools having 7 or more teachers.....	1,925	198	2,123
White.....	730	300	1,030
Negro.....	657	212	869
10. No. elementary schools accredited.....	73	88	161
White.....	414	218	632
Negro.....	410	195	605
11. No. 1-teacher elementary schools.....	4	23	27
White.....	1,107	42	1,149
Negro.....	306	6	312
12. Enrollment in all elementary schools.....	801	36	837
White.....	526,070	172,450	698,510
Negro.....	351,254	111,521	462,775
13. No. teachers and principals.....	174,816	60,929	235,745
White.....	18,579	6,791	25,370
Negro.....	13,487	4,770	18,257
14. Index of training.....	5,092	2,021	7,113
White.....	758.8	788.1	766.6
Negro.....	774.8	779.6	777.1
15. Percentage with 4-year college training.....	716.2	777.1	733.5
White.....	70.2	90.9	75.8
Negro.....	79.8	83.5	85.5
16. Average annual salary paid teachers*.....	45.0	83.3	55.9
White.....	804.42	1,002.41	886.52
Negro.....	878.16	1,086.79	933.80
17. Average salary paid principals.....	620.77	802.89	671.20
White.....	1,534.70	1,720.52	1,588.17
Negro.....	1,609.50	1,837.86	1,667.14
18. School enrollment.....	1,133.38	1,440.64	1,266.02
White.....	614,562	252,539	867,101
Negro.....	159,371	72,397	231,768
19. Average daily membership.....	419,942	155,553	575,495
White.....	235,553	92,553	328,106
Negro.....	184,389	62,999	247,388
20. Average daily attendance.....	180,597	51,520	232,117
White.....	104,087	37,402	141,489
Negro.....	76,510	14,118	90,628







## Notes and Announcements - Continued

### SOUND FILMS AVAILABLE

The following 16 mm. sound motion pictures are available on a loan basis from the North Carolina Tuberculosis Association by writing Box 452, Winston-Salem:

Behind the Shadows—Running time 11 minutes  
Cloud in the Sky—Running time 18 minutes  
On the Firing Line—Running time 20 minutes  
Let My People Live—Running time 15 minutes  
Diagnostic Procedures  
in Tuberculosis—Running time 20 minutes  
They Do Come Back—Running time 18 minutes  
Goodbye, Mr. Germ—Running time 15 minutes

"They Do Come Back" and "Goodbye, Mr. Germ" are the latest films issued by the National Tuberculosis Association.

"They Do Come Back," primarily for high school pupils, deals with the story of tuberculosis in youth and how rehabilitation makes possible complete recovery. The Secondary Education Bulletin of the Department of Secondary Teachers of the NEA in June, 1941, says of this film: "Recommended for all health classes, really a must for them. Rating: Excellent." A classroom unit for this picture also is available, without charge, on request.

"Goodbye, Mr. Germ" was described as follows in the November 25, 1940 issue of *Time Magazine* under the section devoted to Medicine: "Last week the National Tuberculosis Association took a cue from Walt Disney, released the first animated cartoon on public health. The picture, which combines photographs with drawings, is called 'Goodbye, Mr. Germ.' It tells the adventures of 'Tee Bee,' who swims around from lung to lung, raising an enormous family, and drilling through lung pipes. The Germ, who wears a top hat and cackles like *The Shadow*, finally gets trapped in a sanatorium. Message: watch out for lingering coughs, get tuberculin tests and X-rays."

### MRS. DOUGLAS WRITES BOOK

To give teacher-librarians practical help in the organization and development of the small school library and of effective library service within the school, the TEACHER-LIBRARIAN'S HANDBOOK by Mary Peacock Douglas has just been published by the American Library Association, Chicago. Mrs. Douglas is well qualified to prepare this handbook by reason of her long experience, first as English teacher and teacher-librarian (1923-1925), then as school librarian (1925-1930), and, since 1930 as State Director of School Libraries for the North Carolina Department of Public Instruction, she has been responsible for the preparation of the North Carolina School Library Handbook, long recognized throughout the country as an outstanding manual for teacher-librarians. "This book is not intended as a substitute for training,"

writes Mrs. Douglas in the *Introduction*. "It is designed to give the untrained person concrete help in beginning to organize a small school library, so that when training is secured none of the work need be redone, although it might need to be amplified. It is designed also to help the teacher-librarian with some training by providing in one book an outline of suggestions and techniques for developing a school library program in a simplified way."

The ten chapters which present short cuts, techniques, and procedures which have been tried and found successful cover the following topics: (1) *Introduction: philosophy of school library service, standards for school libraries*; (2) *Pupils and the Teacher-Librarian*; (3) *Organizing the Book Collection*; (4) *Organizing the Book Collection: Classifying and Cataloging*; (5) *Book Selection and Ordering*; (6) *Non-Book Materials*; (7) *Instruction in the Use of Books and Libraries*; (8) *Care of the Library and the Books*; (9) *Room Arrangement, Furniture, and Equipment*; and (10) *Publicity and Promotion*.

In addition, there is a glossary, a bibliography of tools for the teacher-librarian, an appendix of check lists for carrying out recommendations, and an index. Throughout the book there are many appropriate illustrations. The TEACHER-LIBRARIAN'S HANDBOOK, a 160-page, clothbound book, is priced at \$1.90. It may be ordered through regular book channels or from the publisher, the American Library Association, 520 North Michigan Avenue, Chicago.

### AMERICA'S FREE SCHOOLS

*America's Free Schools*, recently published by the Council for Democracy, warns against the efforts of pressure groups to gain control of the schools and against economy drives which threaten the American school system which is "our stake in tomorrow." The important role education must play in the future of a democracy is emphasized throughout this study.

The memorandum is a digest of material and viewpoints supplied by a national panel of consultants including Professor Lyman Bryson, Teachers' College, Columbia University; John W. Studebaker, U. S. Commissioner of Education; Frederick L. Fedefter, Director, Progressive Education Association; Dr. Charles H. Judd, Washington, D. C.; Professor Sidney Hook, New York University; and Professor Wesley C. Mitchell, Columbia University.

The pamphlet urges that teachers be allowed the maximum of responsibility in deciding what shall and what shall not be taught in the schools. They are best fitted for this direction of activities because "their social attitudes have been demonstrated to lie midway between the

radical and the conservative extremes." They can, therefore, be counted upon to take a position as close as possible to the interest of the community as a whole.

*America's Free Schools* is one of a series of "Democracy in Action" pamphlets available from the Council offices, 285 Madison Avenue, New York, New York, at ten cents each. Other titles in the series are *Financing Defense*, *The Negro and Defense*, *The Public and Strikes*, *Freedom of Assembly*, *Community Employment*, *Problems Under Defense*, *Democracy Advancing Through Crisis*.

Headed by Raymond Gram Swing, the Council For Democracy is a national organization dedicated to the propagation of an American faith in democracy. It has recently published *Defense on Main Street*, a popular guidebook to community activity to strengthen democracy on the home front. (25 cents).

### GEOGRAPHIC NEWS BULLETINS

The National Geographic Society of Washington, D. C., announces that publication of its illustrated Geographic School Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal school students. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, exploration, geographic developments, new industries, and costumes and customs, in all parts of the world. Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year.

Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription.

### DECIDE-FOR-YOURSELF PACKETS

The Institute for Propaganda Analysis, a non-profit organization to help the citizen detect and analyze propaganda, has recently started something new in education. From time to time the Institute issues what it calls "Decide-for-Yourself" packets. These packets contain collections of materials representing different viewpoints on a



pressing national issue.

Several packets have already been prepared, one with the title "Labor and National Defense," another "War," and a third "Critical Thinking in a Crisis." The packets are priced at \$1.00 each, or to a subscriber-membership 12 packets for \$10.00.

The Institute issues regularly its monthly bulletin entitled "Propaganda Analysis" which may be obtained by subscriber-members at \$2.00 per year. Special rates are made for students, or particular bulletins may be had at 15 cents per title. For further information write to the Institute at 211 Fourth Avenue, New York.

## HIGHER SALARIES FOR TEACHERS AND PRINCIPALS

With the increased appropriation for public education made by the General Assembly of 1941 for the ensuing biennium, the State School Commission and the State Board of Education made the following changes in the salary schedules for teachers and principals:

1. Provided a ninth increment at \$133.00 in the maximum salary schedule for teachers.
2. Provided a schedule ranging from \$114.00 to \$150.00 to persons holding graduate certificates.
3. Revised the minimum salary schedule by raising each rating in Class A by \$5.00 per month, and by adding a schedule for graduate certificates ranging from \$102 to \$130.
4. Added a P-5 rating to both the maximum and minimum principals' schedules, ranging from \$165.00 in a 7-teacher school to \$322.50 in a 50-teacher school in the case of the maximum schedule, and from \$134 to \$248, respectively, in the case of the minimum schedule.
5. The maximum and minimum schedules for building principals were also increased.

Teachers desiring to know their State rating under the new schedules should consult the superintendent of their unit.

## SCHOOLS AND THE NATIONAL DEFENSE SAVINGS PROGRAM

In a recent letter addressed to Chief State School Officers and County and City Superintendents, U. S. Commissioner of Education, John W. Studebaker, presented "the Government's plan for the participation of the schools in a program for promoting citizenship training with reference to national defense and the means of financing it."

Quoting from a letter from Hon. Harold H. Groves, Administrator of the Defense Savings Program, Dr. Studebaker gives the three goals of the Program as follows:

- (1) "To preserve, protect and defend the essence of the democratic

## AMERICAN EDUCATION WEEK

November 9-15, 1941

*General Theme:*

"Education for a Strong America"

*Daily Topics:*

Sunday, Nov. 9 — Seeking World Order.

Monday, Nov. 10 — Building Physical Fitness.

Tuesday, Nov. 11—Strengthening National Morale.

Wednesday, Nov. 12—Improving Economic Wellbeing.

Thursday, Nov. 13—Safeguarding School Support.

Friday, Nov. 14—Learning the Ways of Democracy.

Saturday, Nov. 15—Enriching Family Life.

Materials for the celebration of this week may be purchased at a minimum cost from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

way of life in the nation and the world.

(2) "The adoption of a systematic plan of savings by the masses of the people, one means for which would be the purchase of Defense Bonds and Stamps.

(3) "We seek and expect millions of Americans to build up, by patterns of continuous thrift and investment in the best asset in the world, backlogs by which they can sustain the transition period (when peace comes) and maintain themselves as basically solvent citizens during a time of economic adjustment."

"In order to give school administrators advanced information on the Government's plan to promote a program of National Defense Savings in the public schools of the country" Dr. Studebaker continues, "it was agreed that the Office of Education would prepare a list of questions for which schools should be furnished information at the present time."

On account of space limitations, only a part of the ten questions and answers have been presented in this publication:

3. What State and local organizations will be created for carrying out the Government's program for the sale of Federal securities, and what relationship will they have to the participation of the schools in this program?

The basic purpose is to reach the people, not through new and temporary committees and organizations, but through existing national and community organizations. In order to do this, there is being organized in each State and Territory of the Union a State committee, the purpose for which is to enable it to contact and secure the cooperation of the State and local community organizations. Each city and county

will have a Defense Savings Committee, sponsored by the State group, which will undertake the specific and immediate task of enlisting the active aid of the various local agencies in the program. This means that in each city or town there will be a group upon which the public schools, the local government, the newspapers, radio stations, moving picture houses, fraternal organizations, business and commercial enterprises, trade unions and other important community organizations will be represented. Through this local committee, the program will be presented to the people.

6. What materials will be furnished by the Federal Government for use by schools in carrying out the Government's objective?

The Federal Government, through the Treasury Department and the Office of Education, plans to furnish for use by the schools a series of manuals, text, and syllabi which schools can secure, without cost, for the use of their classes and school libraries.

8. How may schools obtain the material the Government will furnish?

The various manuals, pamphlets, source books, and syllabi can be secured by any school from the county or city Defense Savings Committee where the school is located.

10. When will the schools be expected to undertake the program of cooperation with the Government?

It is hoped that the schools can plan to begin their cooperation with the Government's plan for information and instruction in the National Defense effort when the fall school terms begin. This, however, is a matter that must be adjusted to the curriculum of the school in question, and the feasibility of the introduction of the new material about defense financing.

## NEW CERTIFICATES

Effective as of July 1, 1941, the State Board of Education has authorized the issuance of *Graduate* certificates by the State Department of Public Instruction. The new certificates, there will be two, are to be issued on the basis of the following requirements:

1. *Graduate Secondary Certificate*—Applicant must (1) hold or be qualified to hold the Class A High School Teacher's Certificate, (2) have three or more years' of teaching experience, and (3) have a Master's degree from an institution of higher learning with recognized graduate standards approved by the State Department of Public Instruction, including 12 s.h. of subject matter in the certificate field, 6 s.h. in education, and 12 s.h. of electives.

2. *Graduate Elementary Certifi-*

(Continued on page 12)



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## THE TUSCARORA WAR

One of the severest struggles ever fought between the whites and the Indians in America was the Tuscarora War. The Tuscaroras lived on the western frontier from Virginia to the Neuse River, in North Carolina. Their warriors numbered about 1,200 and they occupied 15 towns.

The rapid spread of settlement toward the Pamlico and Neuse rivers alarmed the Indians, for fear they would not have any of their old hunting ground left. Lawson, the surveyor of the colony, proposed a road from the southern settlement to Virginia, which would pass through the region inhabited by the Indians. In the early fall of 1711 Lawson and Baron de Gaffenried, a Swiss nobleman who had led in the founding of New Bern, took a trip up the Neuse River by boat to explore part of the route of the new road. On the second day of their journey, the Indians, thinking that the Baron was Governor Hyde, seized the two men, condemned Lawson to death, and informed the Baron that they were going to war with the English people on the Pamlico, the Neuse, and the Trent rivers, and on the Core Sound.

On the morning of September 11, 1711, 500 Indians fell upon the colonists and in two hours 130 persons were killed. The entire region south of the Albemarle was caught in the savage conflict. The few whites who escaped fled to Bath and other surrounding places, but there were two days of butchery before the Indians, laden with their booty and carrying eighty women and children as captives, returned to their fort on Cotechney Creek.

Governor Hyde and other dignitaries hurriedly sought safety, and Governor Spottswood of Virginia had some of the militia of his colony stationed at the Indian towns near the North Carolina line. Christopher Gale, the chief justice of North Carolina, sought aid in Charleston, S. C., and was given assistance and ammunition, but on his way home the French took him as a prisoner and kept him several months. During this time the governor of North Carolina, having received no information, again sent a boat to Charleston for help, and this time he was successful, for Colonel John Barnwell came to his rescue with a large group of South Carolina Indians.

On January 28, 1712, Barnwell's force, composed of about fifty whites and 800 friendly Indians, arrived in the Pamlico country. Here they killed 300 savages and took over 100 prisoners, but half of the men were so satisfied with their victory and booty that they deserted him, returned to South Carolina, and shipped their prisoners to the West Indies to be sold as slaves. Barnwell, however, continued fighting and pursuing the Indians until they retired to a bluff where he could not reach them. Thereupon he withdrew his men and won another victory over the Core Indians, who were located about thirty miles from New Bern.

On Barnwell's return 250 whites from the Albemarle joined him, and they attacked Hancock's fort on the Cotechney but were driven off. Finally Barnwell, following the suggestion of Baron de Graffenried, who in the meantime had been released by the Indians, decided to have some cannon brought through the forest and placed at the stronghold. The Indians were terrified and frightened by the sound of these large guns, and Barnwell and his men made a truce whereby all white prisoners should go free and a lasting peace should follow.

All went well for a few weeks until the Indians of Barnwell's force, dissatisfied with the peace terms which had been made, fell upon the eastern Indians, took many prisoners, and hurried back to South Carolina. Barnwell was now left with only his small white company, raised in the Albemarle, to face the remaining enemy. On July 5, 1712, Barnwell himself was wounded and returned to Charleston, and once again the hostile Indians became very active in the region south of Albemarle Sound. A tiny group of South Carolina Yamassees made one last stand near Bath, but in the Pamlico and Neuse settlements there was much devastation.

The North Carolina assembly, now very much alarmed, drafted the entire fighting population of the colony to put down the Indians, and every able-bodied man who refused to fight had to pay five pounds. Two new forts were erected, one at Core Point and the other on the Tar River, at Reading's plantation. At this time, as if the existing emergency were not already sufficiently grave, yellow fever broke out in the colony, and Governor Hyde was one of the unfortunate victims.

Colonel Thomas Pollock now acted as president of the council and Governor Craven of South Carolina sent another force of friendly Indians and thirty-three whites to aid the North Carolinians. After all preparations had been made, on March 20, 1713, Colonel James Moore surrounded Fort Nohoroco, and after three days of fighting was victorious. The Tuscaroras lost around 800 in all, and this battle broke their power. Soon afterward the majority of the tribe retired up the Roanoke River and removed to New York to join the Five Nations of Indian tribes, which thereafter were known as the Six Nations.

# From The Office

During the summer of 1940, the University of North Carolina at Chapel Hill decided to require all male undergraduate students to enroll and pass physical education. This decision took place as a result of joint action of a special faculty committee, student leaders, and the entire faculty of the university. Of course, the motivating force for instituting the compulsory program was the existing national emergency.

Since the beginning of the program in September, many colleges, universities, private schools, and public schools have been studying its successful progress. Our public schools in North Carolina should be anxious to benefit from the experiences of the physical education department at the university; however, unlike the program at Chapel Hill, the public schools should require physical education of girls as well as the boys.

Dr. Oliver K. Cornwell, Director of Physical Education, University of North Carolina, has written an article, printed in the *Journal of Health and Physical Education*, describing the characteristics of the program; however, for our purpose, these traits have been changed to fit the needs for the public schools. In the development of the physical education program for 1941-1942, these ideas should prove useful.

1. All students should be required to take physical education four times weekly. Two or more of these classes should be in regular scheduled classes. The remaining periods could be required in terms of time but elective to the activity and as to when the student wants to fulfill the requirement. A checking system should be developed for this phase of the program.

2. All students should receive thorough physical examinations, and definite classifications for class organization should be based upon its findings.

3. The program should place increasing emphasis on physical condition but at the same time it should be a student centered program built around the definite interests of the students.

4. The program, in and of itself, should not be military in its nature other than the relationship which exists between good physical condition and military practices.

5. It is important to have definite regulations established.

6. There should be an attempt to familiarize each student with their exact physical status by individual conference.

7. Whenever possible, increasing emphasis should be placed on various phases of elective activity including participation in intramural and interscholastic athletics.



## Education Quiz

(Answers on page 12)

1. When was the first law passed providing for a system of free public schools?
2. Who was the first State Superintendent of Schools? What was his title? When did his services begin?
3. When was the title of Superintendent of Public Instruction given to the Chief State School Officer?
4. According to Wiley's first report what was the salary range for teachers at that time?
5. What is the range in salaries according to the scale recently adopted for the biennium 1941-43? White teachers? Negro teachers?
6. Who compose the State Board of Education?
7. How many pupils were enrolled in public schools in 1939-40?
8. How many teachers were employed in the public schools in 1939-40? Principals?
9. What is the minimum school term in North Carolina?
10. What was the average length of term in 1939-40?
11. How many schoolhouses were there in North Carolina in 1939-40?
12. What was the total value of school property?
13. What was the average value per schoolhouse?
14. What is the value of schoolhouses per pupil in average daily membership?
15. When was the first legal provision made for public high schools in N. C.?
16. What was the enrollment in public high schools in 1907-1908?
17. In 1939-40 what was the high school enrollment?
18. How many boys and girls graduated from our high schools in 1940?
19. How does North Carolina rank among the States in public education?
20. In what respect does North Carolina rank highest among the states in public education?

## Laws, Rulings, and Opinions

### SCHOOL LAW; TEACHING BIBLE IN PUBLIC SCHOOLS

*Reply to Inquiry:* I have your letter of June 18, enclosing a letter from Mr. . . . , wherein he inquires if the . . . Graded School District, which has voted a supplementary tax for the purpose of providing a twelfth grade and a ninth month to the schools in that district, has the legal authority to employ and pay from the supplementary funds a part or all of the teacher's salary to teach Bible in the school.

The North Carolina statute does not contain any provisions dealing with the reading of the Bible or teaching thereof in the common schools of the State. The Constitution, Article I, Section 26, provides as follows:

"26. Religious liberty.—All men have a natural and inalienable right to worship Almighty God according to the dictates of their own consciences, and no human authority should, in any case whatever, control or interfere with the rights of conscience."

There is no prohibition in the statute against teaching courses in Bible in the public schools of this State as an elective course, nor is there any statute which would have the effect of prohibiting the using of public money to defray the expense involved in teaching such a course, in the same way and manner as other courses in the public schools are taught. The only statute relating to compulsory courses which must be taught in our public schools is C. S. 5440. Here it will be seen that the Superintendent of Public Instruction is charged with the duty of preparing courses of study in spelling, reading, writing, grammar, language and composition, English, arithmetic, drawing, geography, histories of the State of North Carolina and the United States, Americanism, elements of agriculture, health, education, and the nature and effect of alcoholic drinks and narcotics, and fire prevention.

As stated above, these are the only compulsory courses required by law to be taught in our public schools. Other subjects may be taught as elective courses.

No doubt, it was because of the constitutional provision above quoted that courses in Bible were left out of the compulsory courses of study required by law. The language of the Constitution, with regard to freedom of religious worship, is very broad in its terms and if elective courses of study of the Bible are made a part of the curriculum of any of the public schools of this State, great care should be taken in the selection of such courses and in the manner in which the courses are taught, that there is no violation of this section of the Constitution.

From a practical standpoint, due to the great variety of religious be-

liefs and sects in this State, it seems to me that it would be very difficult to prescribe a curriculum which includes a course in the study of the Bible, to select one which would not in some instances infringe upon the inalienable right to worship Almighty God according to one's own dictates, or interfere in some manner, however small, with the rights of one's conscience in this regard. Attorney General, July 18, 1941.

### TEACHERS' CONTRACTS; NECESSITY FOR SIGNING ANY CONTRACTS

*Reply to Inquiry:* I have your letter of July 3, asking my opinion whether or not it is necessary for teachers whose contracts are ordinarily renewed under the provisions of the new Machinery Act to sign any new contract for each year.

Section 7 of the School Machinery Act, as amended in 1941, referring to written contracts between teachers, principals and schools, provides that such contract shall continue from year to year until said teacher or principal is notified as provided in Section 12. Under this amendment, I do not think that it is necessary or required that written contracts with teachers and principals who had contracts in 1940 be renewed. Contracts would have to be made only with teachers and principals who are employed for the first time, and, after such contracts have been entered into, under the statute they continue until terminated in the manner provided by law.

On the other hand, I think it would be entirely all right for new contracts to be signed between teachers, principals and schools, in keeping with the terms of the statute and in recognition of its provisions. I think that in many schools this is being done, which, if done, provides a complete record for the teachers, principals and the schools of compliance with the statute. — Attorney General, July 9, 1941.

WHEREAS, the Dogwood is a radiantly beautiful flower which grows abundantly in all part of this State; and

WHEREAS, there is a great demand from all parts of the State that this Legislature adopt an official flower: Now, therefore,

*The General Assembly of North Carolina do enact:*

Section 1. That the Dogwood be, and it is hereby, adopted as the official flower of the State of North Carolina.

Sec. 2. That all laws and clauses of laws in conflict with this Act are hereby repealed.

Sec. 3. That this Act shall be in full force and effect from and after its ratification.



## School Paper Notes

Last year there were approximately 300 papers, printed and duplicated, issued by the public schools of the State. It is regretted that the names of these papers cannot be given. Perhaps, in some future number this may be done.

It will be the policy of this column to carry pertinent notes from the various school papers. If your paper is not already being sent to the BULLETIN, it will be appreciated if you will place us on your mailing list.

The notes in this issue were gleaned from papers printed last year.

Belmont High School Band was given No. 1 rating in the class D group at the eighth regional-national music competition in Richmond, Virginia. —The SPY, Belmont.

Most of us aren't as grateful as we should be for our teachers. We can go down the hall of the Administration building almost any afternoon at five o'clock and see certain teachers working hard, helping some students who are behind in their work. They go home at night and grade papers and make plans for the next lesson.

We often complain about the low grades they give us when in reality they are trying all the time to figure out some way to help us.—CREEK PEBBLES, Buies Creek.

In most schools, clubs are formed to teach students better school manners. At Endy the girls have a social club and are trying to better their manners. If there were a club for the boys, I think the manners of this school would improve a great deal. —ENDY HI-LIGHTS, Albemarle.

One of the principal reasons why the United States is today such a great nation is that we have such a splendid system of schools where every American boy and girl can get a good education without having to pay a single cent for it.—WAKE-LON HI-SCRIPT, Zebulon.

Never before has there been a time when we spend-thrift Americans should be more conservative. Think of the number of pennies from our incomes spent for foolishness which could provide the bare necessities of life for some of the many thousands of homeless refugee children of the war-torn countries of Europe.—KING HI-SPOT, King.

## QUIZ ANSWERS

- (1) January, 1839.
- (2) Calvin H. Wiley, Superintendent of Common Schools. January 1, 1853.
- (3) Constitution of 1868.
- (4) From \$9 to \$36 a month.
- (5) White: from \$56 to \$150; Negro: from \$44 to \$130.
- (6) The Governor, Lieutenant-Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction, and Attorney-General.
- (7) 908,810.
- (8) 24,530. 1,296.
- (9) 160 days.
- (10) 164.3 days.
- (11) 4,207.
- (12) \$118,879,874
- (14) \$140.48.
- (15) In 1907.
- (16) 7,144.
- (17) 205,213.
- (18) 30,080
- (19) About 39th
- (20) Per cent of school tax revenues from State Sources. Ranks 3rd with 70.7%. Delaware ranks 1st and New Mexico 2nd.

## Notes and Announcements

(Continued from page 9)

cate—Applicant must (1) hold or be qualified to hold the Class A Primary or Grammar Grade Certificate, (2) have three or more years' teaching experience, and (3) have a Master's degree from an institution of higher learning with recognized graduate standards approved by the State Department of Public Instruction, including 6 to 12 s.h. of academic work, 6 s.h. of education, and 12 to 18 s.h. of electives.

For further information write to the Division of Professional Service, State Department of Public Instruction, Raleigh, N. C.

## PICTURE TRAILER FOR AMERICAN EDUCATION WEEK

A 35 mm. sound motion picture trailer to be used in commercial theatre houses has been developed by the National Education Association for American Education Week. This trailer, which will run only 1½ minutes on the screen, describes briefly the scope of the American public school system, tells the people that American Education Week is to be observed, and invites them to visit their schools to see what modern education is doing in addition to the 3R's and how it is being done. The narrator in the film is Lowell Thomas.

The trailer is available to school systems at the price of \$7.50 per print from the National Education Association, 120 Sixteenth St., N. W., Washington, D. C.

## Press Clippings

**Currituck:** A revamped and repainted Moyock school building, plus the addition of a commodious combination gym-auditorium, will greet children thronging here from all over northern Currituck County for the resumption of classes on August 26.

**Pitt:** Objectives for the coming year were outlined at a meeting of vocational agriculture teachers of the county schools conducted in Winterville this week.

**New Hanover:** Dr. John T. Haggard, chairman of the New Hanover County Board of Education, announced today that the School Board last night authorized the purchase of two full city blocks and the street running between them as site of the new school to be built at Sunset Park.

**Wayne:** Wayne County will have four teachers of agriculture during the coming school year compared with two last year and only one in the two previous years, said J. W. Wilson, Superintendent of Schools.

**Guilford:** A building program for rural Guilford schools which includes vocational buildings at McLeansville, Sumner, Colfax, and Jamestown will be discussed at a meeting today at 2:30 in the office of Supt. Thomas R. Foust.

**Johnston:** The National Defense Program has made a heavy dent into the list of Johnston County school teachers. More than half the male teachers, exclusive of principals, who taught in the white schools last year will be missing when the fall term opens.

**Charlotte:** Organization of the recently-appointed joint city-county committee, which will make a survey of physical needs in the city and county school systems, was effected yesterday, and the survey will begin soon.

**Gates:** At their meeting held Monday a resolution was passed by the Board of Education to prohibit the sale of candy, soft drinks, or ice cream to students during school hours.

**Rowan:** Low bids on the three contracts for construction of a vocational school building at Landis totalled \$58,627, were opened today by the Rowan County Board of Education at a public meeting in the Community Building.



3-10.5  
THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN

Olson V. Cook  
Univ. Library



October  
1941

Volume VI  
Number 2

## In This Issue

	PAGE
State Superintendent's Letter.....	2
Calendar of Events.....	2
Cover Picture.....	2
Editorial Comment:	
Editorials on Education.....	3
Notes and Announcements:	
Report Cards & School Printing.....	4
New Directory in the Making.....	4
Theodore Roosevelt Anniversary.....	4
Script Exchange Plans New Radio Services .....	4
Wanted (Box).....	4
Improvement and Beautification of School Grounds.....	4
"What Schools Can Do".....	4
Fascist Education.....	4
Local Boards Decide Teacher Def- erment Status.....	5
New Departments of Vocational Agriculture .....	5
Deductions Under Retirement Act .....	5
Occasions on which Flag should Be Displayed (Box).....	5
American Education Week 1941.....	8
Plays for American Education Week .....	8
University Issues Audio-Visual Aid Catalog .....	8
NBC Music Appreciation Hour.....	8
New Supervisor of Negro High Schools .....	8
Paper Shortage Causes Delay in Printing .....	8
Dr. Howard Returns to North Caro- lina .....	9
Two Former Superintendents Die....	9
Field Notes .....	9
Supplementary List of Readers Dis- tributed .....	9
School News vs. News Published (Box) .....	9
Defense Series Pamphlets Available....	9
State School Facts:	
Financing Public Education.....	6-7
Tar Heel History:	
North Carolina in the Building of the United States Navy.....	10
From the Office:	
Bottlenecks in Pupil Progress.....	10
Education Quiz .....	11
Laws, Rulings, and Opinions:	
School Committees; Liability in Case of Accident to Pupil assigned to Direct Traffic .....	11
Bond for Protection of School Funds .....	11
Workman's Compensation; Substi- tute Teacher-Basis of Compen- sation .....	11
School Paper Notes.....	12
Quiz Answers (Box).....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

October 1, 1941

To Superintendents, Principals and Teachers:

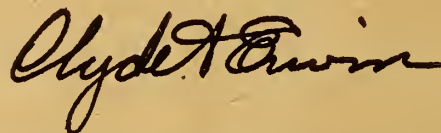
"Education for a Strong America" is the general theme for American Education Week, which will be observed this year November 9-15. The day by day topics for implementing this theme are:

*Seeking World Order  
Building Physical Fitness  
Strengthening National Morale  
Improving Economic Wellbeing  
Safeguarding School Support  
Learning the Ways of Democracy  
Enriching Family Life*

Around each of these topics we could make a speech, for each in itself is a big topic. Right now, world order seems a far away goal toward which we who are engaged in education should strive. We can, however, through physical checkups, health education, recreation, school lunches, consumer and safety education, and healthful school living, build physical fitness. We can help develop abilities, loyalties and ideals of boys and girls and thus strengthen our morale. We can through education arouse aspiration, provide literate people, develop skills, and encourage wise spending. We can help safeguard the support of education by presenting the facts about intelligent people and business. Schools are the training ground of democratic citizenship, and so we can utilize this great institution by teaching the fundamentals of the American way of life. And finally, we can help to preserve and enrich family life by enriching school life. These two work hand in hand to provide better opportunities for the children of America.

Having done all these things we will have had some small part in the preservation of American democracy, in the building of a strong America, and in seeking a world order. I hope each of you will not only help make vital the observance of American Education Week, but that at all times you will be ready to acquaint the public with the needs, the aims, and the achievements of the schools.

Very truly yours,



State Superintendent of Public Instruction

## Calendar of Events

- 2-4—North Carolina Library As-  
sociation, Greensboro
- 5-11—Fire Prevention Week
- 10—Western District, N. C. E. A.,  
Asheville
- 12—Columbus Day
- 14-18—N. C. State Fair
- 17—Northwestern District, N. C.  
E. A., Greensboro
- 31—Southeastern District, N. C.  
E. A., Wilmington

## Cover Picture

An exhibit of work done in the Cool Springs High School in Iredell County. Although this picture features the work in industrial arts, note should be taken of the art and science activities carried on in connection with this work.



# North Carolina Public School Bulletin

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except June, July and August  
by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### EDITORIALS ON EDUCATION

It is always interesting to know what the editor of a paper thinks about the topic upon which he chooses to express himself, even though it is recognized that the editorial expresses the views of only one person. On the other hand, the views of editorial writers like that of speakers and other writers very often and perhaps in the majority of cases coincide with the unexpressed views of many other people. Editors, therefore, serve the very useful purpose of expressing one view of the general public about a particular incident or current topic.

At the beginning of the school term each year, editorial writers present their views about education, the schools, or some related topic, such as "Back to School," "School Days," "School Again," "The New School Year," etc. Editorials, on the whole, are always favorable to education and the schools. These writers in the majority of cases are the beneficiaries of the schools; and they realize the advantages that the schools offer as well as, and perhaps better than, those persons engaged in many other lines of work. Then, too, they have their own vehicle—the paper itself—for disseminating their views throughout their own community.

Some examples of editorial comment anent the recent school openings in this State are considered here. Note, in each case, the thought presented by these editors. See if it coincides with your views.

The Greenville *Reflector* says,  
"The opening of our city

schools tomorrow means an increase of the number of children on our streets going to and from schools. Let every motorist remember that in many instances these children walk and ride bicycles in our city traffic with their minds on things other than their own safety."

It is not necessary to quote any further from this editorial. We all can see that this writer is interested in the lives of boys and girls—in their safety in going to and from school.

The Goldsboro *Record* strikes a vein as to the seriousness of the educative process when its editor says,

"Those charged with the responsibility of educating future Americans should not lose sight of the burden that rests upon their shoulders. It is not enough that they make education popular. They must make it worthwhile, whether measured from the standpoint of economics or of culture as perfected in individuals.

"Certainly," that paper continues, "we would say nothing to prevent any boy or girl from continuing his, or her, education, but frankness compels the observation that, very often, particularly in reference to college and university courses, the time is wasted and the money expended lost.

"Anyway," it concludes, "so far as this newspaper is concerned, we gladly recommend school work to all boys and girls, men and women. We hope every student will have a profitable year and that as a result, become better fitted for modern life—economic, social and cultural."

With a resounding title "School Bells Ringing," the Belmont *Banner* editor writes oratorically,

"The corridors of Belmont's schools are filled with the ringing cry of children and the beat of their feet as school reopens for another year today.

"Belmont has an excellent school system and we extend to all new teachers a cordial welcome.

"The success of any individual is dependent, in a large measure, upon education and the safeguard of democracy is likewise dependent on it."

Note the defense idea in this last paragraph.

Here from the Winston-Salem *Journal* another view is expressed:

"September is usually the beginning of the new year for children. For it is in September that they go into the new schoolroom, attack the work of the new grade. Parents should do everything possible to make their children ready for this new and vitally important experience in their lives."

"Children," that editor points out to all parents, "need eyes and ears and teeth checked up. Why should any child be miserable and get low grades if glasses, ear treatment or dentistry can prevent such misfortune?"

Finally, it concludes, "give the children a good start-off. Well begun is half done."

The Charlotte *Observer* laments over the fact that Latin is no longer taught in some of Mecklenburg schools. A person should read the entire editorial, under date of August 29, to really enjoy a good piece of writing.

Under the title, "Ridiculous, but Deplorable" the editorial begins by saying,

"It has doubtless come as a distinct shock to many Mecklenburg parents who do the unorthodox and perhaps undesired thing of 'meddling' into their children's school affairs to the extent of looking over the course of study to find out that here in Mecklenburg—supposedly civilized and cultured Mecklenburg—it is impossible in all except two or three of this county's supposedly enlightened and progressive high schools to take even an elemental course in Latin.

"But it's a fact, a deplorable fact, we insist.

"They teach courses in typing and shorthand note-taking. And that's good. They teach courses in making avocado pear salad and holding your corn on the cob at the prescribed angle. That, too, is all right. It's first rate. They declare its necessary. Perhaps it is.

"They teach courses in pruning fruit trees and making drop leaf tables and bric-a-brac. That, likewise, is all right. More power to vocational education. We are for it. We know that the emphasis should be upon a practical education.

"But not a course in Latin in virtually all the county's high schools. Farming is taught. Yes sir. But not *agricola*."

This editorial continues at some length in this vein, but space does not permit its reproduction here. Suffice it to say that this editor makes his point of view clear. In the end, however, he seems to think that what he says is futile—that the "education course-fixers away up there in Raleigh, or somewhere, want their salad-fixers and bric-a-bracketeers."

Educators should avail themselves of the opportunity of learning the views and opinions of editorial writers of the newspapers of the State. Classes in journalism will do well to analyze these expressions more closely—for their style, diction and phraseology. Editors are a select group of people; we commend their writings to you.



## Notes and Announcements

### REPORT CARDS AND SCHOOL PRINTING

The contract for printing the following school forms has been awarded to the Printing Department of the N. C. School for the Deaf, Morganton:

Elementary Report Cards  
High School Report Cards  
Unprinted envelopes for these cards  
Seventh Grade Promotion Certificates  
Reading Circle Certificates  
Perfect Attendance Certificates  
Honor Roll Certificates  
Letterheads and envelopes  
Purchase order forms (local funds)

All these forms are covered by Certification No. 112, Division of Purchase and Contract. In view of the fact that all superintendents have a copy of this certification, other school people interested should get information as to prices, etc., from the office of their superintendent.

### NEW DIRECTORY IN THE MAKING

Blanks for supplying the information for the 1941-42 Educational Directory of North Carolina were mailed to superintendents early in September and most of them have been returned to the Department. Work necessary in compiling this information is now being carried on, and it is contemplated that around the first of next month this publication will be available for distribution. Superintendents will be sent a copy when the supply is delivered by the printer; others may secure a copy upon request to the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

### THEODORE ROOSEVELT ANNIVERSARY

Monday, October 27th, will be the eighty-third anniversary of the birth of Theodore Roosevelt, President of the United States from September 14, 1901 to March 4, 1909. On that day or during that week, schools have been requested to hold special exercises in commemoration of this great American. The Woman's Roosevelt Memorial Association, 28 East 20th Street, New York City, which sponsors the celebration of Roosevelt's birthday, has a suggested program, copy of which may be had upon request.

### SCRIPT EXCHANGE PLANS NEW RADIO SERVICES

Research into educational radio unknowns, technical advice on radio

### WANTED

Between the years 1911 and 1921 the Department of Public Instruction issued a number of publications, copies of some of which are not on file in the offices of the Department. If you have copies of the bulletins issued by the Department during this period, or prior to 1902, which you are willing to contribute to the Department Library, it will be much appreciated if you will send them to the Division of Publications to the attention of L. H. Jobe.

and sound equipment, and publication of bulletins on radio in education are new services planned by the Office of Education's Educational Radio Service.

Two specialists are provided—the first to run educational radio information service on activities in U. S. and other nations, and the second to coordinate research on major problems in education by radio to cut down duplications, to advise schools in using transcription equipment, classroom receivers and sound systems, and, in particular to help schools plan FM stations.

Script Exchange emphasizes this year collecting and lending scripts and recordings on understanding of Latin America morale and national defense.

It has scheduled these publications: Directory of U. S. high schools with 16-inch, 33 1-3 rpm transcription playback equipment; new list of college courses on radio training; guidance leaflet on radio employment opportunities; manual of basic information in planning educational FM stations; fifth edition of script catalog, to include almost 1,000 scripts and a catalog of educational recordings

### IMPROVEMENT AND BEAUTIFICATION OF SCHOOL GROUNDS

The Soil Testing Division of the State Department of Agriculture is offering its services to the schools of the State in the promotion of a program of improvement and beautification of school grounds.

The Plant Food Institute of North Carolina and Virginia, Incorporated, is offering a first prize of \$70 and a second prize of \$50 to the two schools making the most improvement in their grounds, during the year.

The general procedure will be as follows:

(1) Enlist the cooperation of the county farm agent, the home demonstration agent, and the agricultural teachers.

(2) Send soil samples of the school grounds to the Soil Testing

Division of the State Department of Agriculture in order that expert advice, regarding the fertilizers and other plant foods that should be used, may be secured.

Procedures for taking soil samples, a carton for sending in the sample soil, literature on school ground improvement and beautification, including "Better Lawns in North Carolina," and application forms will be sent to those schools writing W. F. Credle, Director of Schoolhouse Planning of the State Department of Public Instruction that they desire to enter the contest. Communications to the State Department of Agriculture, relative to the contest, should be addressed to Dr. I. E. Miles, of the Soil Testing Division.

### "WHAT SCHOOLS CAN DO"

"What the schools do may prove in the long run to be more decisive," President Roosevelt has said, "than any other factor in preserving the form of government we cherish."

To help the schools fulfill these expectations, the United States Office of Education has prepared a special national defense pamphlet called "What the Schools Can Do." It is being issued now in order that the various recommendations which it makes can be put to use early during the coming school year.

Action on six fronts is urged: (1) health and physical education, (2) education for citizenship, (3) community, national, and international relations, (4) conservation of national resources, (5) education for work, and (6) pupil guidance.

The pamphlet may be obtained by sending 15 cents to the Superintendent of Documents, Government Printing Office, Washington, D. C.

### FASCIST EDUCATION

Few American school children realize how free are their lives, both in and out of school, as compared to those of children in the fascist state. This is clearly brought home in a pamphlet entitled *Education Under Dictatorships and in Democracies* recently issued by the U. S. Office of Education. The author describes the rigid organization and activities of youth groups to which all Italian boys and girls from six to 21 years of age are compelled to belong:

For the first two years, six to eight, boys and girls together are Children of the Wolf. Signor Mussolini said, "The way of fascist life begins with the dawn." . . . In every year of life . . . (from then to maturity) . . . the Saturday afternoons and the after-school hours of other days are used to give them a 'color' of education that cannot be taken out of their adult mentalities.

Organized in squads, maniples, centuria, cohorts, and legions after the plan of the old Roman army, the boys, even while Children of



the Wolf, drill almost daily. First they have little wooden guns, then larger weapons, and finally the arms of the militia.—*American Observer*, September 15, 1941. A copy of the above-named bulletin may be secured from the Superintendent of Documents, Washington, D. C., for 15 cents.

## LOCAL BOARDS DECIDE TEACHER DEFERMENT STATUS

In a recent letter to Superintendent Erwin, General J. Van B. Metts, State Director of the Selective Service Act, stated that deferment of service under the Selective Service Act is a matter for the decision of the local board. This ruling of the State Director was made as a result of inquiry with specific reference to teachers of vocational agriculture and industrial subjects.

"We are all sympathetic with your problem," wrote General Metts, "but, as stated to you, we cannot in the first place direct the decisions of our local boards with reference to the classification of their registrants; and further, we feel that it would be a very unwise move to attempt to influence their decisions by printed instructions or opinions from this office because, as you realize, such a move is exactly what various pressure groups would be waiting for to use as a lever to obtain consideration for groups who are not entitled to that consideration. Short of our issuing definite instructions, which you realize is impossible, we feel that the next best solution to your problem would be through your office.

"It is suggested that you instruct each of your teachers who might possibly be called through Selective Service to advise your office immediately upon receipt of his Questionnaire and at the same time to claim a Class II-A deferment because of his occupation. Your office, upon receipt of such advice from such registrant, could prepare DSS Form 42, "Claim for Deferred Classification By Person Other than Registrant," and submit to the registrant's local board to be included in his file when the board considers his classification. On the form, you can express the same reasons for the individual's deferment that you stated to us, and in view of existing Selective Service Regulations and instructions, we believe that you will find favorable consideration in the majority of such cases. We can supply these forms at your request but we caution you not to use them until you are advised by each individual that he has received his Questionnaire."

## NEW DEPARTMENTS OF VOCATIONAL AGRICULTURE

Under the stimulation afforded by the increased appropriation for vocational education made by the

## OCCASIONS ON WHICH FLAG SHOULD BE DISPLAYED

January 20, 1945, and every fourth year thereafter. Day President of United States is inaugurated.

February 12. Lincoln's Birthday.

February 22. Washington's Birthday.

April 6. Army Day. Anniversary of our entrance into World War, 1917.

April 14. Pan American Day. Second Sunday in May. Mother's Day.

Third Sunday in May. "I Am An American Citizenship Day."

May 30. Memorial Day. Flag half-masted until noon; full-masted rest of day.

June 14. Flag Day.

July 4. Independence Day.

August 19. National Aviation Day.

First Monday in September. Labor Day.

September 14. Anniversary of writing of "Star-Spangled Banner" in 1814.

September 17. Constitution Day. Anniversary of the adoption of the Constitution in 1787.

Last Sunday in September. Gold Star Mother's Day.

October 12. Columbus Day.

October 27. Navy Day. Birthday of President Theodore Roosevelt.

The First Tuesday after the First Monday in November in 1944, 1948, etc., every fourth year. Presidential election.

November 11. Armistice Day.

Last Thursday in November. (Unless changed by proclamation.) Thanksgiving Day.

recent General Assembly 67 new departments of vocational agriculture have been added to the list, making a total of 489 schools that will be operated during 1941-42. Of the total, 405 are for white students and 84 for Negroes. Of the total added this year, 46 are for white boys and 21 for Negro youth.

The list of new departments are as follows: White—Altamahaw-Osage, Alamance County; Windsor, Bertie County; Shallotte, Brunswick County; Winecoff, Cabarrus County; Silk Hope, Chatham County; Fort Barnwell, Craven County; Gray's Creek, Cumberland County; Davis-Townsend and Wallburg, Davidson County; Farmington, Davie County; Calypso, Duplin County; Clemons, Forsyth County; Oak Hill and Stovall, Granville County; Hookerton and Snow Hill, Greene County; Guilford College, Guilford County; Enfield, Halifax County; Anderson Creek, Harnett County; Sylva, Jackson County; Pink Hill, Lenior County; Glenwood and Pleasant Gardens, McDowell County; Biscoe, Montgomery County; Aberdeen, Hemp and West

End, Moore County; Whitakers, Nash County; Allenville, Person County; Bethel, Chicod, Grifton and Grimesland, Pitt County; Chapel Hill, Orange County; Barnesville and Barket-Ten-Mile, Robeson County; Garland, Sampson County; Laurel Hill, Scotland County; King, Stokes County; Pilot Mountain and White Plains, Surry County; Aycock, Vance County; Macon, Warren County; Eureka and Grantham, Wayne County; and East Bend, Yadkin County. Negro—Ansonville, Anson County; Cleveland and Aggrey Memorial, Rowan County; Newbold, Craven County; Rocky Knoll, Durham County; Chestnut and Armstrong, Cumberland County; Fuquay Springs, Wake County; Washington Chapel and Green Bethel, Cleveland County; Hilly Branch and Rowland, Robeson County; Shawtown, Harnett County; Littleton and Brawley, Halifax County; W. S. Creecy, Northampton County; Brunswick Co. T. S., Brunswick County; Unity, Iredell County; Gates Co. T. S., Gates County; Williamston, Martin County; and Washington-Carver, Edgecombe County.

## DEDUCTIONS UNDER RETIREMENT ACT

By Memorandum No. 11 of the Teachers' and State Employees' Retirement System recently issued by Secretary Baxter Durham deductions for retirement will begin with the completion of the first full pay roll period. This memorandum also states that deductions shall be made on the basis of the employee's regular pay rather than the earned amount when the two are in disagreement. The complete memorandum follows:

"At the last meeting of the Board of Trustees of the Retirement System a regulation was adopted under the optional provision of Subsection 1(a) of Section 8 of the Retirement Act. The particular section referred to states that the Board of Trustees 'may omit deduction from compensation for any period less than a full pay roll period if a teacher or State employee was not a member on the first day of the pay roll period.' The Board of Trustees decided to omit this deduction, which means that if a new member comes on the pay roll after the first day of the pay roll period no deduction would be made from the first check drawn to him. For monthly employees this means that if a person came on as a new employee on the second day of the month, or any day thereafter during the month, no deduction would be made for that particular month but the deductions would begin with the following month or pay roll period.

"We also wish to call your attention to the fact that deductions should be made for a person on the basis of his regular salary rather than the amount earned, if they are not in agreement. In other words,

(Continued on page 8)



# STATE SCHOOL FACTS

## Financing Public Education

### Editorial Note

As many of you know, the Department of Public Instruction issues two publications regularly—namely, STATE SCHOOL FACTS and the PUBLIC SCHOOL BULLETIN.

The first-named publication is issued once a month during the year. The September number of that paper completed its thirteenth year of publication. It has been the policy of the Department to present in this paper statistical facts with analysis and explanation.

The mailing list has comprised about 6,000 interested people. The PUBLIC SCHOOL BULLETIN, on the other hand, is issued once a month during the school year, nine months; and contains notes, bulletins, announcements, opinions of the Attorney General, and other material, principally for the benefit of school people. The mailing list for this publication is composed of about 2,000 persons, most of whom are also receiving STATE SCHOOL FACTS.

In order to eliminate the duplication and expense involved in issuing two publications to a single person, it has been decided to make a change in the issuance of these publications. This change is primarily a reduction in the size of STATE SCHOOL FACTS from a five-column sheet to a four-column paper. This reduced size with the indicia of date, volume, etc., omitted is used as the center spread in the BULLETIN. This change was effected in the case of the BULLETIN with the September, 1941, number, and in the case of STATE SCHOOL FACTS with this volume.

It has been our purpose to eliminate from the mailing list of STATE SCHOOL FACTS the names of all persons now receiving this in every instance. We shall appreciate it, therefore, if you, who received the BULLETIN this month, as well as STATE SCHOOL FACTS, printed separately, will notify us in order that your name may be omitted from the mailing list of the latter-named paper. On the other hand, if anyone, who has been regularly receiving STATE SCHOOL FACTS and who did not receive the September number, will advise us that you desire a copy of that number, we shall be glad to send it.

We wish at this time to thank all of those who have wished us well in our publication of these two papers. We solicit your constructive criticism in an effort to make both publications serve useful purposes in the life of the public schools. And we hope that future numbers will include material that will enable you to keep informed about some of the facts concerning public education.

### THE PUBLIC SCHOOL SYSTEM

The "public school system" of North Carolina, in the broad sense the Raleigh Institution plans to

for the Blind and Deaf at Raleigh. The first-named institution is for white children only, whereas at

more than half a million dollars during the year considered.)

According to a statement issued by the Budget Bureau, there was available for highway purposes for the fiscal year which ended June 30, 1941 the following amounts from State funds:

Credit balance, July 1, 1940.....	\$ 3,793,067
Motor vehicle registrations.....	9,710,801
Gasoline tax.....	28,563,500
Title registrations.....	224,885
Other revenues.....	14,721
Total State funds available.....	\$42,406,974

In addition to these funds from State sources the following amounts were available from Federal appropriations:

Credit balance, July 1, 1940.....	\$ 1,227,579
Federal aid, 1940-41.....	4,341,033
Total Federal funds.....	\$ 5,568,612

Total available for highway purposes.....\$47,975,586  
From this total an actual expenditure of \$36,368,454 was made during the fiscal year considered. This amount was divided as to State and Federal sources as follows:

Federal.....	\$ 3,554,166
State.....	32,814,288

The State fund was divided as follows:

Debt service.....	\$ 8,651,764
Highway construction, etc.....	24,162,524

Disregarding Federal funds altogether, the total actual funds from State sources was, in recapitulation, as follows:

	Total	%
1. For educational institutions.....	2,654,752	3.5
2. For public schools.....	27,745,410	36.6
3. For debt service (not public schools).....	4,570,814	6.0
4. For other purposes.....	8,653,979	10.6
5. For highway debt service.....	8,651,764	11.4
6. For highway construction, etc.....	24,162,524	31.9
Total expended from all State funds.....	\$75,830,243	100.0

On the basis of total State funds, it is observed that 40.1 per cent of the total was for educational purposes, 43.3 per cent for highways, and 16.6 per cent for other purposes. Considering the fact that a part of item 3 was for the repayment of bonds and interest for educational institutions, it is perhaps

### Current Expense Funds

The operation and maintenance of the public schools of the State is provided for out of this first-named fund. The moneys that go to make up this fund are realized from many sources. The figures presented indicate for the school year 1938-39 by sources and amounts the total current expense available for the State as a whole:

1. Credit balance, July 1, 1938.....	\$ 469,608.84
Eight months' school fund.....	24,828,018.84
Vocational education—State.....	180,021.26
Other State funds—Textbook, Adult Education.....	340,666.53
2. Total State funds.....	\$25,348,706.63
3. Vocational education—Federal.....	593,535.15
4. Philanthropic agencies.....	8,181.32
5. Poll taxes.....	390,406.43
6. Fines, forfeitures, penalties.....	581,694.50
7. Dog taxes.....	113,208.58
8. Interest donations.....	139,632.62
9. From pupils—tuition, fees.....	449,021.31
10. Total miscellaneous funds.....	1,673,963.44
11. Property taxes for county units.....	1,178,265.79
12. Property taxes for city units.....	1,838,886.72
Total 5, 6, 7.....	\$ 4,691,115.95
Total all sources.....	\$31,111,147.89

In recapitulation these amounts and percentages from the several sources were as follows:

	Amount	%
State funds.....	\$25,348,706.63	81.5
Federal funds.....	593,535.15	1.9
Philanthropic agencies.....	8,181.32	...
County and district funds, including credit balance.....	5,160,724.79	16.6
	\$31,111,147.89	100.0

As these figures show, the largest proportion of the current expense fund comes from the State, not quite two per cent comes from Federal appropriations, whereas 16.6 per cent is raised locally, largely by property taxes.

### Capital Outlay Funds

Local county and district revenues account for almost all capital outlay funds. Some moneys are borrowed from State Loans, but such loans must be repaid with interest. The following shows the amounts and percentages from each source for the school year 1938-39:

	Amount	%
Credit balance, July 1, 1938.....	\$ 1,154,742.80	19.2
State loans.....	820,960.75	13.6
Sale of bonds.....	1,695,296.45	27.2



group of "public school system" of the State of North Carolina, as the State Hospital, the Stowell Jackson Training School, Caswell Training School, the Orthopedic Hospital, etc., in which certain educational activities are provided. It is the purpose of this paper, however, to discuss only the State educational institutions.

### Higher Institutions

There are twelve institutions of higher training supported in part by State appropriation, six for white students, five for Negro students, and one for Indians. These institutions are the following:

#### White

The University of North Carolina, Chapel Hill  
State College of Agriculture and Engineering, Raleigh  
Woman's College, Greensboro  
Appalachian State Teachers College, Boone  
East Carolina Teachers College, Greenville  
Western Carolina Teachers College, Cullowhee

#### Negro

Agricultural and Technical College, Greensboro  
North Carolina College for Negroes, Durham  
Elizabeth City State Teachers College, Fayetteville  
Winston-Salem Teachers College, Winston-Salem

#### Indian

Cherokee Indian Normal School, Pembroke

The first three named, comprising the greater University of North Carolina, are administered by one board of trustees and one president with a dean of administration at each of the three. The remaining nine have separate boards of trustees and the administration in each case is headed by a president.

As will be observed from the above list, there are five senior colleges, three white and two Negro, and seven teacher institutions, three white, three Negro, and one Indian. All of these institutions are for the most part supported by direct biennial legislative appropriations and by fees charged for various services. In addition, the University at Chapel Hill receives financial support from certain endowments and federal funds; State College and A. and T. College, each receives grants from the federal government; and Appalachian has a small income from the sale of electric power.

### Special Schools

The State maintains two special schools by direct legislative appropriation—the School for the Deaf at Morganton and the State School

departments are checked annually by the Department of Public Instruction just as other elementary and high schools are supervised.

### SOURCES OF FUNDS

State funds are obtained through the power of the State through its legislative body to impose various taxes. State funds available from the General Fund, which includes all revenue for purposes other than for highway repair, maintenance, and construction, for the fiscal year which ended June 30, 1941 came from the following sources and in the following amounts:

Credit balance July 1, 1940	\$ 3,016,088
Inheritance taxes	1,821,924
Licenses	3,098,236
Franchise taxes	8,572,378
Income taxes	14,401,255
Sales taxes	14,246,428
Beverage taxes	2,610,185
Gift taxes	96,360
Intangible taxes	673,064
Miscellaneous	763
Non-tax revenue	1,759,526
Total	\$50,296,227

The appropriations made by the General Assembly other than for highways were made from the General Fund, which was provided for from the sources named.

For the fiscal year which ended June 30, 1941, the following total amounts were actually expended from these sources:

For educational institutions	\$ 2,645,752
For public schools	27,745,410
Total	\$30,391,162

For other purposes—departments, charitable, and correctional institutions, etc.

For debt service (not public schools)

Total from General Fund	\$43,015,955
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Of the total State funds expended for all educational purposes, the public schools were the beneficiaries of 91.3 per cent. Of the total State funds expended from the General Fund for all purposes, the public schools benefited to the extent of 64.5 per cent, educational institutions to the extent of 6.2 per cent—a total of 70.7 per cent from the General Fund for educational purposes.

For a complete picture of the expenditure of State funds, consideration should also be given to highway funds. (Note—This discussion does not include agriculture funds which amounted to slightly

North Carolina and in the nation as a whole has by common usage come to mean that part of the public school system which includes the elementary and high schools. The public schools in this State are under the general supervision of the State Superintendent of Public Instruction, who, with the assistance of the executive secretary and staff of the State School Commission and the staffs of the Department of Public Instruction, the State Textbook Commission, and the State Board for Vocational Education, administers the laws, rules and regulations of the several administrative boards and commissions having authority with respect to the public schools.

The State Board of Education has charge of the Literary Loan Fund, a permanent revolving fund from which loans are made to county units for the erection and repair of school buildings. This Board also controls the Special Building Funds. The State Textbook Commission controls and administers the funds appropriated for the purchase, rental, and distribution of textbooks.

The State Board for Vocational Education supervises the expenditures of funds appropriated by the State and granted by federal law for vocational educational program.

The State School Commission has charge of the expenditures of State funds appropriated for the support of the eight months' school term. An accounting of all school funds, both State and Federal, is made by the Department of Public Instruction.

Locally, county boards of education for the 100 county administrative units and boards of trustees in the 70 city units control the expenditure of local funds. The superintendent of schools is the administrative officer in these several units. These officials also supervise within limitations the expenditure of State and federal funds.

### PUBLIC SCHOOL FUNDS

The school funds for the public (elementary and high) schools of the State are divided into three main divisions, in accordance with the law:

1. Current expense fund
2. Capital outlay fund
3. Debt service fund

### Debt Service Funds

The debt service fund is set up principally for the repayment of loans to the State, and the retirement of bonds issued by the local authorities for the erection of school buildings. Smaller amounts are utilized for sinking fund payments and interest on temporary loans.

For the year 1938-39 the following moneys were available for this fund:

	Amount	%
Credit balance, July 1, 1938	\$ 558,317.12	7.8
Sinking fund withdrawals	314,867.59	4.3
Intangible taxes from State	240,851.07	3.3
Interest donations	33,294.01	.5
Property taxes for county units	3,660,374.36	50.9
Property taxes for city units	2,385,428.30	33.2
	\$7,193,132.45	100.0

As these figures show, the largest proportion of revenues for this fund come from the levy of ad valorem property taxes in the county and city units.

### Expenditures for Public Schools

All expenditures for public elementary and high schools are made from the three above-named funds. The following table shows the disbursements from these funds for the school year 1938-39:

From Current Expense Funds:	
General Control	\$ 888,456.99
Instruction Service—	
Elementary schools	16,357,647.99
High schools	7,545,793.00
Operation of plant	1,478,916.14
Maintenance of plant	1,147,560.90
Fixed charges	432,238.36
Auxiliary agencies	2,960,665.65
Total	\$30,811,279.03
From Capital Outlay Funds:	
New construction	\$ 2,918,295.47
Alterations and additions	1,415,109.13
New books	107,662.85
Transportation equipment	140,365.73
Interest on loans and others	8,917.96
Total	\$ 4,590,351.14
From Debt Service Funds:	
State loans repaid—	
Principal	\$ 1,532,862.44
Interest	352,773.89
County bonds retired—	
Principal	1,321,308.11
Interest	1,397,067.84
To sinking fund	103,285.73
District bonds retired—	
Principal	1,030,066.15
Interest	1,109,398.37
To sinking fund	64,290.70
Interest on temporary loans	10,141.02
Total	\$ 6,916,194.25
Total expended	\$42,317,824.42
Less principal repaid and transfers to sinking fund	4,051,813.13
Net expenditures for the public schools	\$38,266,011.29



# Notes and Announcements - Continued

a person who was a member of the Retirement System on the first day of the pay roll period would have 4 per cent deducted from his regular salary even though he may not have earned the full amount for a particular pay roll period. This would not apply to a person who resigned in the middle of a month, since his normal working time ceases at the time of his resignation or dismissal. In this case the deduction would be made on the amount of the check issued. The above is covered by Sub-section 16 of Section 1, and Sub-section 8 of the Retirement Act."

## AMERICAN EDUCATION WEEK 1941

"EDUCATION FOR A STRONG AMERICA" is the highly appropriate theme of the twenty-first annual observance of American Education Week, November 9-15,

Sunday, Nov. 9.....Seeking World Order  
Monday, Nov. 10.....Building Physical Fitness  
Tuesday, Nov. 11.....Strengthening National Morale  
Wed. Nov. 12.....Improving Economic Wellbeing  
Thurs. Nov. 13.....Safeguarding School Support  
Fri., Nov. 14.....Learning the Ways of Democracy  
Sat., Nov. 15.....Enriching Family Life

If the schools are to be safeguarded in a period when taxes and the cost of living are skyrocketing, it is vitally important that every opportunity to interpret the work of the schools be utilized. This hour in our national life is critical. Effective democratic education is imperative if we are to meet the issues of our time as a free nation.

One of our best opportunities to seek public understanding and appreciation of the schools and the place of education in our nation is during American Education Week. The National Education Association has prepared materials to assist you in planning to make the observance successful in your school system, your individual school, and your own classroom.

Special packets are available for the following school levels: kindergarten-primary grades, elementary grades 4, 5, and 6, junior high school, and high school. Each packet contains a classroom supply of posters, leaflets, and stickers, a special 32-page manual for the proper school level, a folder for the Sunday observance, and other materials.

Address the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C., for complete information and prices.

## PLAYS FOR AMERICAN EDUCATION WEEK

Two plays prepared especially for use during the observance of American Education Week, November 9-15, have been announced by the National Education Association. One of the plays, "And the Stars Heard," is a musical play for the elementary schools. The other, en-

titled "We Hold These Truths" is also a musical play, based on the Declaration of Independence, for high schools. Both plays were written by Jean Byers, teacher in the Oakland, California, Public Schools. They may be obtained at 15 cents and 25 cents, respectively, from the Association headquarters, 1201 Sixteenth St., N.W., Washington, D. C.

## UNIVERSITY ISSUES AUDIO-VISUAL AID CATALOG

The Bureau of Visual Instruction of the Extension Division of the University of North Carolina has just issued a new catalog of audio-visual aids available to schools, colleges, churches and adult study groups.

The catalog lists 344 educational sound and silent 16mm. motion picture films and a number of lantern slide units and classroom recordings. Among the new entries are *North Carolina—Variety Vacationland*, a 4-reel sound color film produced by the North Carolina Department of Conservation and Development, and *Know Your State Government*, a series of classroom recordings transcribed from the 1940-41 series broadcast over Station WPTF.

Copies of the catalog may be obtained free from Mr. C. F. Milner, Extension Division, University of North Carolina, Chapel Hill.

## NBC MUSIC APPRECIATION HOUR

The NBC Music Appreciation Hour, conducted by Dr. Walter Damrosch, begins its fourteenth uninterrupted season on Friday, October 17. Millions of American boys and girls from coast to coast will again have the opportunity to become acquainted with great music under Dr. Damrosch's imaginative, understanding guidance.

Day and hour remain the same—Fridays (from October 17 to May 1), 2 to 3 p.m., Eastern Standard Time, National Broadcasting Company facilities.

Dr. Damrosch will follow his well-established plan. The concerts will be divided into four series of half-hour programs, to be heard on alternate weeks. Series A and B are intended mainly for younger listeners (Grades 4 to 8), while Series C and D are suitable for Junior and Senior High School students. All four series may be profitably followed by college and adult groups.

The schedule of broadcasts is as follows:

Series A (2:00 o'clock, E. S. T.)  
My Musical Family.....October 17, 1941  
Violins and Violas.....October 31, 1941  
Cellos and Bases.....November 14, 1941  
Harp and Piano.....December 5, 1941  
Flute and Clarinet.....December 19, 1941  
Oboe, English Horn, Bassoon.....January 16, 1942  
Horns and Trumpets.....February 6, 1942

Trombones and Tuba.....February 20, 1942  
The Human Voice.....March 6, 1942  
Drums and Cymbals.....March 20, 1942  
Other Percussion Instruments.....April 17, 1942  
Students' Achievement Program.....May 1, 1942

### Series B (2:00 o'clock, E. S. T.)

Nature in Music.....October 24, 1941  
Animals in Music.....November 7, 1941  
Toys in Music.....November 28, 1941  
Fun in Music.....December 12, 1941  
Fairy Tales in Music.....January 9, 1942  
Motion in Music.....January 23, 1942  
Joy and Sorrow in Music.....February 13, 1942  
The Song.....February 27, 1942  
The March.....March 13, 1942  
The Dance.....April 10, 1942  
Human Emotions in Music.....April 24, 1942  
Students' Achievement Program.....May 1, 1942

### Series C (2:30 o'clock, E. S. T.)

Round and Canon.....October 17, 1941  
The Fugue.....October 31, 1941  
Three-Part and Rondo Forms.....November 14, 1941  
Theme and Variations.....December 5, 1941  
The Classic Suite.....December 19, 1941  
The Overture.....January 16, 1942  
The Symphony.....February 6, 1942  
The Symphony (continued).....February 20, 1942  
The Opera.....March 6, 1942  
The Symphonic Poem.....March 20, 1942  
The Modern Suite.....April 17, 1942  
Students' Achievement Program.....May 1, 1942

### Series D (2:30 o'clock, E. S. T.)

Music by Bach.....October 24, 1941  
Music by Handel.....November 7, 1941  
Music by Haydn.....November 28, 1941  
Music by Mozart.....December 12, 1941  
Music by Beethoven.....January 9, 1942  
Music by Schubert.....January 23, 1942  
Music by Brahms.....February 13, 1942  
Music by Wagner.....February 27, 1942  
Music by Debussy.....March 13, 1942  
Modern European Composers.....April 10, 1942  
Modern American Composers.....April 24, 1942  
Students' Achievement Program.....May 1, 1942

## NEW SUPERVISOR OF NEGRO HIGH SCHOOLS

A. E. Manley, principal of the Stephens-Lee High School, Asheville, for the past six years, has been chosen as Supervisor of Negro High Schools. Mr. Manley succeeds Mr. H. L. Trigg, who resigned in November, 1939, to become president of the Elizabeth City State Teachers College.

Mr. Manley is a graduate of the Johnson C. Smith University, class of 1930. He received his M.A. degree in Secondary Education from Columbia University in 1938. He attended the Sarah Lawrence College Workshop, Bronxville, N. Y., during the 1939 summer session and the Atlanta University Secondary School Workshop in the summer of 1940. In addition to his experience as principal of the Stephens-Lee High School from 1935 to 1941, he taught English, Mathematics, and Biology in that school from 1931 to 1935.

In making official announcement of his employment to the staff of the Department, Supt. Erwin and Mr. N. C. Newbold, Director of the Division of Negro Education, jointly said: "We believe Mr. Manley is competent to serve acceptably to all of us as Supervisor of Negro High Schools in this State, and we solicit your general cooperation and assistance in the work he is expected to do."

## PAPER SHORTAGE CAUSES DELAY IN PRINTING

Due to the fact that the defense needs are being filled first, there has developed a shortage of paper



for printing certain of the forms furnished by the Department. One of the first jobs to feel the effects of this situation in the paper industry was the Cumulative Record Folder. That job has been completed now, and all orders have been filled.

More recently there has been a delay in securing stock for the work sheet used by the WPA Cumulative Record Work Project. It is learned, however, that a substitute paper has been found for this job and a delivery may be expected before this is read.

Difficulty has also been experienced in getting paper stock for ruling the various account forms used in the superintendent's offices for keeping a record of all financial transactions, and other printed forms.

## DR. HOWARD RETURNS TO NORTH CAROLINA

Dr. George Howard, native of this State and a member of the State Department of Public Instruction from 1923 to 1925, has returned to North Carolina from the Canal Zone, where he was Assistant Superintendent of Schools, to become Field Agent of the Southern Association of Colleges and Secondary Schools for 11 states, from Virginia to Texas, in the Southeast. With headquarters at Tarboro, N. C., he will work directly with Negro schools and colleges in this area.

Before coming to the Department, Dr. Howard was superintendent of the Edgecombe County schools. Since leaving the Department, he has been superintendent of the Rowan County schools, 1925-1930; University Professor, 1930-1937, and in the Canal Zone from 1937 to 1941.

## TWO FORMER SUPERINTENDENTS DIE

Early in the summer Mr. R. M. Gray, who had just retired as Superintendent of the Statesville city schools, suddenly passed away. Mr. Gray had been superintendent of the Statesville schools for more than twenty years.

C. C. Russ, formerly superintendent of schools of Columbus County, died September 11, from a heart attack. Mr. Russ was Superintendent of Public Welfare of Brunswick County at the time of his death. He served as superintendent of Columbus County from 1926 to 1934.

## FIELD NOTES

**Meetings Held**—A. B. Combs and S. Marion Justice of the State Department staff have held meetings during September in the following counties: Madison, Yancey, Avery, Mitchell, Alexander, Burke, Buncombe, Henderson, Polk, Craven, and Carteret. These meetings were arranged by the county superintendents and were devoted to a dis-

## SCHOOL NEWS

vs.

## NEWS PUBLISHED

Results of a survey by Dr. Belmont Farley, National Education Association, indicate that the public doesn't always want to read what the press prints. The following tabulation from Dr. Farley's study makes a comparison on the basis of ranks of school news topics from these two viewpoints:

School News Topics	Rank of Interest to Patrons	Rank in Column Inches
Pupil progress and achievement	1	4
Methods of instruction	2	10
Health of pupils	3	9
Course of study	4	6
Value of education	5	12
Discipline and behavior	6	11
Teachers and school officers	7	2
Attendance	8	13
Buildings and building programs	9	8
Business management and finance	10	7
Board of Education & administration	11	5
Parent-Teacher association	12	3
Extra-curricular activities	13	1

These results may not mean that newspapers are responsible at all for this situation, but that school officials and public relations committees do not realize what the public wants or that the school news desired is not as readily available as some other types of news that is released to the press.

cussion of problems of the Twelve-year Program and of Guidance.

**Alexander County**—A new building program has been launched in this county to provide enough additional classrooms to take care of crowded conditions, particularly in the Taylorsville School. Hiddenite was the meeting place for the teachers of Agriculture of this district during the summer months. Stony Point is sponsoring a program to furnish Visual Aids to enrich the program in elementary and high school.

**Mitchell County**—New buildings, are under construction at Spruce Pine and Bakersville to replace buildings destroyed by fire during the session 1940-41. An unusual increase in the high school enrollment at Tipton Hill has necessitated the allotment of an additional teacher.

**Polk County**—A new building at Mill Spring is almost complete and is already occupied. The most of the furniture for this school is being made by the NYA Shop. When completed and furnished this school will be the best equipped school in the county. A new building is to be erected for the high school at Saluda.

**Henderson County**—Four elementary schools met the new requirements for accredited rating during the session 1940-41. Four additional elementary schools expect to meet the standards during the present session. A new high

school building has just been completed at Mills River.

## SUPPLEMENTARY LIST OF READERS DISTRIBUTED

During the summer the Department printed a sheet giving the "State Adopted Supplementary Readers for Elementary Schools" grouped according to type, arranged according to grade, and in a form convenient for the use of the teacher. A sheet giving suggestions for the use of supplementary readers in the program of reading in the elementary schools was also printed. Supplies of each of these sheets were furnished to county and city superintendents early in September. Teachers and principals are requested to secure copies of these forms from these officials.

## DEFENSE SERIES PAMPHLETS AVAILABLE

Six pamphlets in the U. S. Office of Education's National Defense Series are now off the press:

1. What the Schools Can Do, Pamphlet No. 4.
2. Home Nursing Courses in High Schools, Pamphlet No. 9.
3. Hemisphere Solidarity, Pamphlet No. 13.
4. Education Under Dictatorships and in Democracies, Pamphlet No. 15.
5. How Libraries May Serve, Pamphlet No. 17.
6. Democracy in the Summer Camp, Pamphlet No. 23.

*What the Schools Can Do* spotlights school services that can be strengthened to serve defense needs—services ranging from health and physical education and citizenship to international relations. Also emphasized are conservation of national resources, pupil guidance, and education for work. One section suggests how schools can organize to put into action specific defense-education recommendations.

How the schools can contribute directly to our national preparedness by instruction in home hygiene and care of the ill or injured is proposed in *Home Nursing Courses in High Schools*. The need for instruction, brief descriptions of selected courses, and vocational aspects of home nursing are presented.

*Hemisphere Solidarity* tells high-school teachers how they can help in the Good Neighbor program.

To help students, teachers, and school administrators compare education under dictator governments and in the United States, the Office has prepared *Education Under Dictatorships and in Democracies*. This pamphlet reviews the philosophies in education for fascism, communism, and nazism, and suggests what should be today's educational bulwarks of democracy.



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## North Carolina in the Building of the United States Navy

It is an interesting fact that the State of North Carolina, though possessing no first-class seaport and though not a maritime province, has played a vital part in the history of the United States Navy. Joseph Hewes, the merchant prince of Edenton, N. C., had much to do with the founding of the navy. In 1775 the Continental Congress appointed a committee of three members for such a purpose, called the Committee of Marine, with Hewes as chairman. The committee was soon increased to include one member from each colony, but Hewes remained its head and began at once to establish a naval force. As chairman of this committee he was virtually the first Secretary of the Navy, for he had charge of constructing, equipping, and arming vessels, as well as of selecting and appointing their officers.

In making a selection of officers for the naval service, Hewes gave an appointment to John Paul Jones, who, because of this origin of his naval career, has been called "the North Carolina captain." Tradition has it that John Paul, having killed the ringleader of a mutiny on his ship in 1773, fled to America and adopted the surname "Jones" to honor his friends Willie and Allen Jones, of North Carolina. John Paul Jones commanded the first armed vessel to fly the American flag; his heroic contribution to the winning of America's independence is too well known to need repeating here.

One of the most noted commanders of the United States Navy during the second war with Great Britain was Captain Johnston Blakeley of Wilmington, North Carolina. As commander of the *Wasp* he captured the *Reindeer* and a large number of other British vessels, and caused the British ship *Avon* to surrender after a bloody battle. His exploits created great enthusiasm in America.

The State of North Carolina has rarely been represented in the cabinet of any President, but when she has, it has been in the Navy Department. The State has had five Secretaries of the Navy: John Branch, who was appointed by President Jackson and who served from March 9, 1829, until May 12, 1831; George E. Badger, appointed in the cabinet of President William H. Harrison, March 5, 1841, reappointed by President John Tyler, and served until September 11, 1841; William A. Graham, in the cabinet of President Fillmore from July 20, 1850, to March 7, 1853; James C. Dobbin, in the cabinet of President Pierce from March 7, 1853, to March 6, 1857; and Josephus Daniels, in the cabinet of President Wilson, from March 5, 1913, until March 6, 1921. The contributions of Graham and Daniels are particularly notable. It was Graham who in 1852 sent Commodore Matthew C. Perry on the famous voyage which resulted in the opening of Japan to the outside world; and it was Daniels who was Secretary of the Navy during the critical period of the World War. Under Daniels, as Assistant Secretary of the Navy, served none other than Franklin Delano Roosevelt.

Four United States' battleships have been named *North Carolina*. The first was a ship of the line of 2,633 tons and was in service from 1820 until 1867. The second was the armored cruiser *North Carolina*, with 14,500 tons displacement, which was commissioned in 1908, served through the World War, and was decommissioned in 1930. Its name, however, had been changed to the *Charlotte*, so that the name of the State might be given to another battleship which was under construction. This latter ship was authorized under an act passed by Congress in 1916, on the recommendation of Secretary Daniels, which called for the largest navy in the world. Under the terms of the Washington Treaty (1921), however, the vessel was scrapped when only partly complete.

The fourth *North Carolina* was launched on June 13, 1940, and although the details of its construction are a guarded naval secret, there are important structural changes, based on lessons learned during the present war, such as improvements in armor plate and the elimination of obsolete anti-aircraft batteries and propelling machinery. The ship is of 35,000 tons displacement, and is more than 700 feet long. Carrying nine sixteen-inch guns, and many smaller guns, and having unusually thick armor, the vessel represents the very best and latest in naval construction.

At the present time voluntary enlistments in North Carolina for the Navy are very large in comparison with those of other states. At the Raleigh recruiting station during the fiscal year 1939, 762 men enlisted; in 1940, 2,565; and in 1941, no less than 3,215. Raleigh is the naval recruiting station for both North and South Carolina, but sixty-five per cent of the enlistments are from North Carolina.

# From The Office

## BOTTLENECKS IN PUPIL PROGRESS

In 1939-40 there were 890,729 different children (Code a plus e) enrolled in the public schools of North Carolina; 55,489 of these children dropped out of school during the year. Of the 835,240 remaining in membership on the last day of school 150,017 were not promoted. These two groups of "losses" and "failures" total 205,506 pupils, or 23 per cent of the enrollment, and include to a far greater extent than any other segment of the school population children who need special consideration for one reason or another.

The high rates of withdrawal and failure produce a very low rate of grade survival, showing that only a small portion of the pupils enrolled in Grade I complete the eleven-year program on time. For each 1,000 white children enrolled in Grade I in 1928-29 only 664 were enrolled in Grade II the following year. Only 434 advanced normally to Grade VII; only 236 were enrolled in Grade XI on schedule, and at the close of the school year 1938-39, after eleven years of work, only 209 of the original 1,000 were graduated. Thus it is seen that 79.1 per cent of the enrollment for the year 1928-29 failed to profit maximally from the total eleven-year program either because of withdrawal or retardation. Figures for other years show similar low rates of grade survival.

Why isn't there a more even flow of pupils through the system? Where are the bottlenecks that impede the flow? A recent study of grade mortality in the white schools of the States shows that the worst bottleneck is in the first grade, where 33.6 per cent of the pupils enrolled fail to complete the grade on time. The next highest rate of mortality is found in the first year cent of the eighth grade enrollment fails to reach the ninth grade on time. This indicates an acute need for curriculum adjustment and pupil guidance in these grades. In other grades the mortality rate, though lower, still shows much room for improvement, and suggests that administrators throughout the State should vigorously attack the problem of pupil progress in order that the bottlenecks that impede the flow of pupils through the school system may be broken. Such an attack should be made on all fronts simultaneously, in an integrated effort to ameliorate all the conditions that hamper pupil progress.

Investigation of the causes of slow progress and withdrawals indicates that the following should be major objectives in a program designed to improve pupil progress and the holding power of the public school:

(Continued on page 12)



## Education Quiz

(Answers on page 12)

1. What are public schools?
2. What is the public school system?
3. How many institutions of higher learning in North Carolina are supported in part from public funds?
4. How is this number divided according to race?
5. How many of the number are classified as teachers' colleges?
6. How many public high schools were in operation during 1939-40?
7. How many elementary schools were operated?
8. How many kindergartens?
9. What is the law with reference to ages of children who may attend the public schools?
10. Within what ages must children attend school?
11. What does it cost the parents to send a child to the public schools?
12. What is the average expenditure per pupil enrolled for the current operation of the public schools?
13. How does this per capita expenditure compare with the average for the nation?
14. How does it compare with like expenditures in Virginia? In Tennessee? In South Carolina?
15. On a daily basis, how do these states compare in this respect?
16. What amount of money was expended for the current operation of the public schools in 1938-39?
17. How much of this amount was realized from State funds?
18. How much did the Federal Government pay of this total?
19. Where did the balance come from?
20. How does the distribution of State funds for educational purposes compare with that for highways?

## Laws, Rulings, and Opinions

### SCHOOL COMMITTEES; LIABILITY IN CASE OF ACCIDENT TO PUPIL ASSIGNED TO DIRECT TRAFFIC

*Reply to Inquiry:* The following question is presented by your letter of April 3, 1941:

"Does a School Board have the authority to assign school age pupils to traffic duty on city streets, and in case of an accident to a pupil assigned to direct traffic or an accident to a pupil being directed by one assigned to such duty, would school officials face any personal responsibility or liability?"

I am not aware of any statute which gives school committees authority to assign pupils to traffic duty on city streets; and, in my opinion, they do not have such authority. The principal function of a school committee is the employment of teachers. It has no control over pupils except that which indirectly results from the choice of teachers.

In case of injury to a pupil assigned to direct traffic or to a pupil being directed by him, the members of the committee would not be liable in their official capacity. The committee, being an agency of the State, is not liable in tort. *BENTON v. BOARD OF EDUCATION*, 201 N. C. 653.

The general rule as to the personal liability of public officers for injuries caused by their official acts is that such liability will attach when the cause of action is based on failure to perform or the negligent performance of a ministerial duty, but when the duty is discretionary the officer's conduct must be corrupt and malicious if there is to be any liability.

*BETTS v. JONES*, 203 N. C. 590

*MOFFITT v. DAVIS*, 205 N. C. 565

These principles, however, would not be applicable if recovery for an injury to a pupil assigned to direct traffic were sought. Assigning pupils to direct traffic being unauthorized, the act of the committee would be neither ministerial or discretionary.

In *GURGANIUS v. SIMPSON*, 213 N. C. 613, a coroner was held personally liable for performing an unauthorized autopsy on a deceased person when there was no suspicion of foul play. In the opinion Justice Devin observed at page 616:

"The general rule is that when an officer goes outside the scope of his duty he is not entitled to protection on account of his office, but is liable for his acts like any private individual."

If a pupil of reasonable maturity

should voluntarily agree to direct traffic, his consent would probably preclude any recovery from school committeemen. However, if the school committeemen under color of their office should require a pupil to direct traffic or should exert strong pressure upon pupils to do so and an injury should result, it is possible that under the rule stated in the *GURGANIUS* Case they might be held liable.—Attorney General, April 22, 1941.

### BOND FOR PROTECTION OF SCHOOL FUNDS

*Reply to Inquiry:* You inquire as to whether, in my opinion, the provisions of C. S. 5626, relative to the bond of the treasurer of a special charter district, would apply to the official having custody of the school funds of the—Administrative Unit.

Section 18 of the School Machinery Act of 1939 provides: "That the State School Commission, subject to the approval of the Local Government Commission, shall determine and provide all bonds necessary for the protection of the State school funds."

"That the tax levying authorities in each county and city administrative unit, subject to the approval of the Local Government Commission, shall provide such bonds as the State School Commission may require for the protection of county and district school funds."

It seems to me that the bond of the custodian of the school funds of the—Administrative Unit should be fixed under the provisions of the section of the Machinery Act above referred to unless some of the funds are realized from the levy of special taxes voted in a special charter district prior to the abolition of such districts by the Legislature. If such funds are involved, it is possible that the provisions of C. S. 5626 should be followed as to these particular funds.—Attorney General, August 26, 1941.

### WORKMEN'S COMPENSATION; SUBSTITUTE TEACHER- BASIS OF COMPENSATION

*Reply to Inquiry:* In response to your letter of April 19, I advise that, in my opinion, a substitute teacher who received injuries arising out of and in the course of her employment is entitled to the benefit of the provisions of the Workmen's Compensation Act. The amount of compensation will depend upon the average weekly wage, which, of course, cannot be less than the minimum provided by statute. The only difference between a regular teacher and a substitute teacher as to compensation would be the difference, if any, in the average weekly wage received.—Attorney General, April 21, 1941.



## School Paper Notes

We acknowledge the receipt of copies of **CHEERFUL CHILDREN**, Volume 3, No. 1, issued by the North Carolina Orthopedic Hospital School, Gastonia, and **BABBLING BROOK**, Volume IX, Nos. 1, 2, and 3 of the North Brook High School, Cherryville. Our column for this month, therefore, largely concerns these two papers.

**CHEERFUL CHILDREN**—This is a duplicated paper. The mechanical work is very good. There is some pick-up in ink, however, that could be avoided by the use of slip sheets, or perhaps by a little slower operation of the machine.

The art work on the cover and throughout this paper is good and adds to its artistic appearance. The various departments are attractive and interesting. Especial attention should be noted to the opportunity for expression given to the pupils in this school. Practically everything written is signed by a pupil.

The following poem was written by a seventh grade girl, Maud Smith:

Through the month of September fair  
Leaves are changing colors everywhere  
The cicada fly and the coyotes cry  
A gentle breeze goes whispering by.

All the beauty and splendor of things  
Makes us want to laugh and sing!  
The children's faces are so bright  
As they dance with joy and delight.

**BABBLING BROOK**—This is also a mimeographed paper. It also has some very good art work, the lettering on the department heads and in the advertisements being arranged attractively. The number dated September 3 had a much better appearance than numbers 1 and 2—there wasn't as much surplus ink on it.

From the humor department we take this one (after changing his name for rhyme):

Little Johnnie Horner  
Stood on the corner,  
Waiting to cross the street;  
He used his head  
When the light was red,  
And on green he used his feet.

### ONE LINE EDITORIALS

Salesmanship is service.

Take things as they are and make them what you want them to be. Your smile becomes your letter of credit and passport.

Don't be ashamed to sweep out the office.

There is no key to success; it is not locked.

A "Go-Giver" usually surpassed the "Go-Getter."

The mind is like a parachute—no good unless open.

An optimist sees an opportunity in every difficulty.

A pessimist sees difficulty in every opportunity.

Precedent is a hiding place for cowards.

There is no such thing as a foolish question to the one asking it.

Jumping at conclusions is dangerous exercise.

Interest begets interest.—The EXCHANGE, National Duplicated Paper Association.

## QUIZ ANSWERS

1. Schools maintained under public control, supported by public taxation, and offering to every child of school age the opportunity of an education—generally spoken of as elementary and high schools.
2. In the broad sense, all schools supported in part by public taxation and including the institutions of higher learning.
3. 12.
4. 6 for whites, 5 for Negroes, and one for Indians.
5. 7.
6. 975—white 751; Negro 224
7. 3,858—white 1,794; Negro 2,064
8. None
9. Constitution provides that children of all ages between ages of 6 and 21 may attend the public schools.
10. Between the ages of 7 and 13, inclusive.
11. Tuition is free under the Constitution but fees for books, instructional supplies, etc., are charged in certain units. Of course, each parent assists in the general support of his children by the taxes that he pays.
12. \$34.52 in 1938-39.
13. Much smaller—National average in 1937-38 was \$76.39.
14. In 1937-38 the four states expended annually the following: North Carolina \$37.99; South Carolina \$31.47; Tennessee \$34.50; Virginia \$36.88.
15. Per pupil in average daily attendance as follows: N. C. .265 cents; S. C. .246 cents; Tenn. .256 cents; Va. .253 cents.
16. \$30,811,279.03.
17. \$25,348,706.63
18. \$593,535.15
19. From county and local sources.
20. Approximately the same (See discussion under STATE SCHOOL FACTS.)

## FROM THE OFFICE

(Continued from page 10)

1. A curriculum better adjusted to child needs and abilities.
2. Promotion policies and practices that are more in keeping with the "equalization of educational opportunity" theory and a philosophy of education for a democracy.
3. An attendance law expanded from the present range of 7 to 14 years to 7 to 16 years and better enforcement of the law.
4. Better attendance at all grade levels, especially in Grade I and Grade VIII.
5. Removal of community distractions.
6. Improvement in the welfare of families whose children are denied full advantage of the public school program because of remediable physical defects or economic status.
7. A dynamic, interesting school program that gives adequate consideration to the mental hygiene aspects of school life.

## Press Clippings

**Harnett:** Red Cross first aid courses will be established in Harnett County's ten high schools this year and will be required for graduation, it was announced recently by County Superintendent C. Reid Ross.

**Morganton:** The commercial department of Morganton high school will again offer adult education courses this year.

**Durham:** Durham County has been engaged in developing a democratic program of supervision for a number of years in its schools. In the beginning of supervision the supervisory plan was mainly twofold: To improve the supervision of instruction and to promote consolidation. Since the consolidation program has been completed, the main interest of supervision is now to promote better and happier teaching through developing an enriched curriculum.

**Raleigh:** The Raleigh WPA Art Center is continuing its work of teaching arts and crafts classes in city schools this year.

**Greensboro:** A report on libraries of the Greensboro school system reveals that \$9,489.73 was spent on the libraries and 3,923 books were added during the year, according to Ben L. Smith, superintendent.

**Pitt:** Upon being presented with a petition signed by 500 citizens, the Pitt County Board of Education approved the action of the Greenville Boards of Education and Alderman in requesting that an election be held on the question of issuing \$250,000 for a school improvement program.

**Halifax:** Supt. V. C. Matthews recently announced that Scotland Neck has decided to make spelling a required study during all four years of high school.

**Gastonia:** Trade classes in brick-laying and concrete work and in plastering and other interior construction work will be a part of the course offered at Highland Negro school this year, city school superintendent K. G. Phillips has announced.

**Kinston:** The Kinston adult education program was given a boost recently when the Board of Aldermen authorized a \$500 appropriation. The State will pay the remainder of the teacher's salary.

**Burke:** The Drexel high school curriculum this year will be that prescribed by the State course of study, plus a course in Bible, a bookkeeping class, typing, and band.

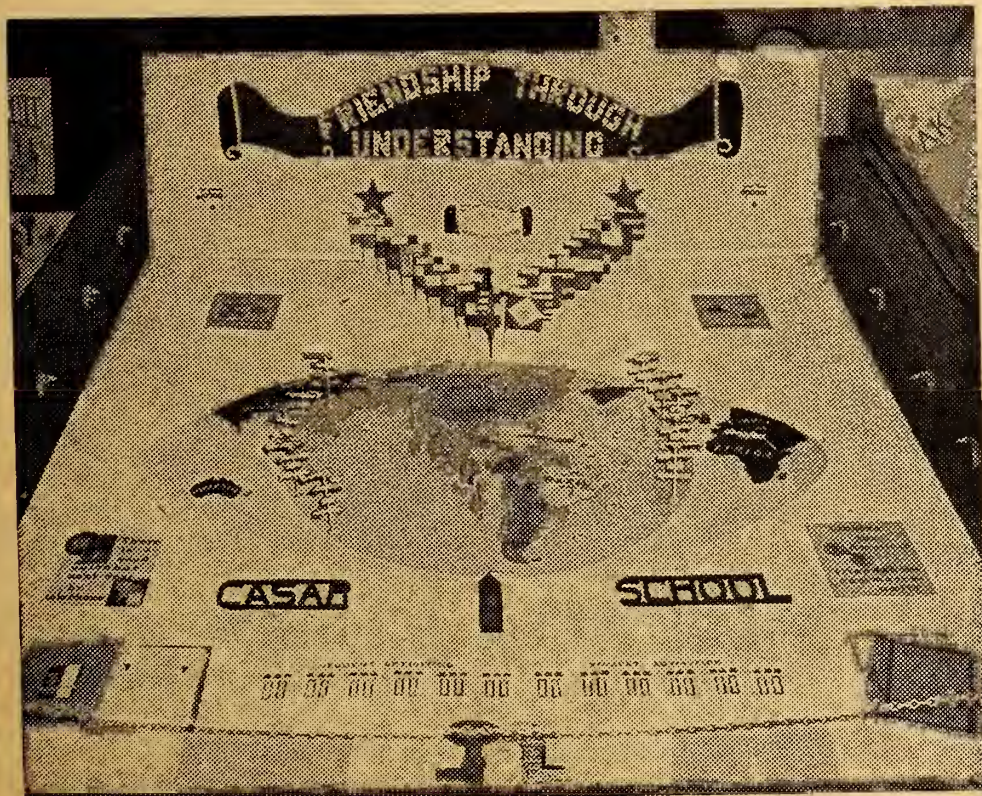


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THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Journal of the Elsha  
Mitchell Chapel Hill Weekly

NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN



November  
1941

Volume VI  
Number 3



## In This Issue

	PAGE
Superintendent's Letter.....	2
Calendar of Events.....	2
Cover Picture.....	2
Editorial Comment:	
Not in Books.....	3
How to Judge a Superintendent.....	3
That Democratic Way.....	3
For a Strong America.....	3
Notes and Announcements:	
Awards Made for State Fair Exhibits .....	4
Basketball, Safety, and Health, Physical Education and Recreation Institutes Planned.....	4
Inter-Scholastic Correspondence.....	4
F. F. A. Boys Attend National Convention .....	4
Thanksgiving—November 20 (Box) .....	4
School Records Project Makes Progress .....	5
Guidance Materials Made Available .....	5
School Board Association Holds Fall Meetings.....	5
N. C. Schools Observe Navy Day....	5
State Board Approves School Loans....	5
American Education Week (Box)....	5
Soap Sculpture Contest Announced..	5
State School Facts:	
State Aid to Public Education.....	6-7
Notes and Announcements, Continued:	
Essay Contest Conducted by V.F.W. Auxiliary .....	8
Art Materials Bulletin Distributed.....	8
Textbook Commission Issues Agricultural Publication .....	8
Committees Appointed for	
Twelve Year Program.....	8
North College Conference Meets • November 5-6 .....	9
New Staff Members Appointed.....	9
Bryn Mawr Offers \$500 Scholarship .....	9
Welfare Officers Not Responsible for Enforcing Compulsory Attendance Law .....	9
Former Staff Member Changes Position .....	9
Tar Heel History:	
The Dismal Swamp Canal.....	10
From the Office:	
Education for NYA Youth.....	10
Education Quiz .....	11
Laws, Rulings and Opinions:	
Publications of Receipts and Disbursements .....	11
Attendance Officers; Compulsory Attendance Law .....	11
School Paper Notes.....	12
Quiz Answers .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

November 1, 1941

### To Superintendents, Principals and Teachers:

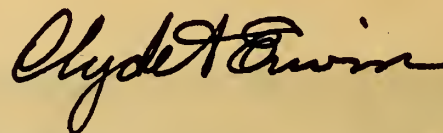
At the last session of the General Assembly an act was passed which provided for "the operation of a school system to embrace twelve grades in accordance with such plans as may be promulgated by the State Superintendent of Public Instruction in any high school district for which such request is made at the time the organization statement is submitted." This act further states "that the appropriation (\$50,000) made available for carrying out the provisions of this Act for the school year one thousand nine hundred and forty-one-forty-two shall be used for the *expansion of the public school curriculum* to embrace twelve grades under rules to be promulgated by the State Superintendent of Public Instruction and the State School Commission, in order that the cost of the twelfth grade may be assumed for the year one thousand nine hundred and forty-two-forty-three."

In order to be able to "promulgate plans" in accordance with the law, and in compliance with that part of the law providing that the appropriation for 1941-42 "shall be used for the expansion of the public school curriculum to embrace twelve grades," we have appointed two committees: (1) A Central Curriculum Committee, and (2) A Lay and Professional Group. Elsewhere in this *Bulletin* the personnel of these committees are given.

In addition to these committees we have appointed Mr. H. Arnold Perry of the staff to act as coordinating officer for the two committees and to bring the findings of the two groups before an Executive Committee for final consideration. Dr. James S. Tippet of the faculty of the University of North Carolina has agreed to act as consultant for this Twelve Year Program Study.

I hope that each of you will present your views on this important question to these committees. We are approaching the problem in a democratic way, but we must work rapidly in order to have "the plans" ready for introduction of the program during the year 1942-43.

Very truly yours,



State Superintendent of Public Instruction

## Calendar of Events

- 2-8—National Book Week
- 7—N. C. E. A. Northeastern District Meeting, Greenville
- 9-15—American Education Week
- 11—Armistice Day
- 14—N. C. E. A. North Central District Meeting, Durham
- 20—Thanksgiving Day

## Cover Picture

This is a picture of the winning exhibit won by the Casar School in Cleveland County at the State Fair. This exhibit entitled "Friendship Through Understanding" was built around a unit of work attempting to bring about a better understanding and appreciation of North and South American relationships.



# North Carolina Public School Bulletin

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## Editorial Comment

### NOT IN BOOKS

Both parents and teachers often lose sight of the fact that books are only the tools with which the children gain knowledge. They look upon books as the source of that knowledge for which schools have been established. When the subject matter contained in the books specified for little Johnnie's grade has been completed and he is promoted to the next higher grade, it is felt that little Johnnie is a good student. He has passed all his work and according to the graduation schedule will get a new set of books next year.

But let us analyze the knowledge gained by little Johnny. Assuming that he can read and write, that he knows the fundamental processes of arithmetic, and can spell—there are many who can't—then what else has he learned at school? Has he learned to cooperate with his fellow students? Does he know the amenities of courtesy? Can he be depended upon to do what he says, or complete what he starts? Is he industrious? Does he show initiative? Leadership? Does he exercise self-control? Does he express his ideas well both orally and in written work? Does he know how to study—to understand an arithmetic problem or to get the meaning of a paragraph in history, for example? These are some of the things that teachers should consider in their role as leaders in the teaching process. They are some of the things, too, that parents should expect as an outcome in little Johnnie's education—and not merely the factual content of books.

Is this little Johnnie growing? That is the question. And how is

he growing? That is also very important.

Of course, it is recognized that one teacher cannot in one year make over little Johnnie, if he has a bad disposition or will not work with his fellow students. One teacher can, however, set the plane, by example, by precept, and by teaching methods, on which the children under her tutelage may grow for that one year. Is it not in the books, but in the process—in the acts and words and manners—that growth takes place. The content of the books will be forgotten, but the habits formed and characters built during school days remain forever as a part of life.

### HOW TO JUDGE A SUPERINTENDENT

Do you ever think about what makes a good superintendent? Well, we have; and we know you have too.

If you are a teacher, you judge your superintendent in accordance with how he conducts teachers' meetings, perhaps. Or maybe you judge him on how well he makes a speech. On the other hand, if you like "praise," it may be the complimentary remarks that he makes about you or your work that you use as a basis for your estimate of him. Maybe, even, it is his looks or personal appearance when he appears at your school, or his attitude toward a project which you wish to undertake and which he does not approve.

If you are a salesman, you judge the superintendent on some other basis—whether he buys your product, maybe; or whether he is courteous to you when you call upon him. Or maybe how his office looks.

But suppose you are a member of a State department where the superintendent must file monthly or annually a report of some kind, or pay an account. Then, you judge the superintendent on how promptly and accurately he files his reports; and how promptly he pays his bills, if you are the accountant, when you know the money is available.

These are just a few of the stand-

ards by which superintendents are judged. Believe us, they are judged, just as all other public employees are judged. And we are all judged at one time or another by someone, and from the point of view of the knowledge, whether true or not, that that person has of us. The problem of superintendents, as well as all of us, is to continue those actions and appearances calling for favorable judgments and to correct any habits or actions calling forth unfavorable judgments. Judge yourself.

### THAT DEMOCRATIC WAY

We hear a great deal today about the democratic way of life. We find that everyone wants to preserve it. But as to actually practicing it, we notice that it doesn't always work; but that instead, through power held and pressure exerted, dictator policies are followed.

If we are going to preserve the fundamental principles of democracy, and by democracy we mean the opportunity of all members of a group to express their views, then we must on major changes and issues give all individuals a chance to be heard. You say how shall this be done in the schools, especially in the lower grades. True, this is a difficult job, but even here the child under skillful guidance is learning the fundamental skills necessary for democratic living. As the child progresses to a higher grade, he should be given an opportunity for greater participation and planning of the classroom exercises. It is altogether a matter of approach whether the assignments are dictated or whether they are undertaken cooperatively.

In the upper grades even more participation should be permitted, but the teacher should retain her position as the leader of the group. She must have the democratic view, however, if the "democratic way" is to be developed in the classroom; and if it is to be practiced in out-of-school life, the teacher must have this as one of the major outcomes of school life.

### FOR A STRONG AMERICA

America must be strong—able to defend herself—ready to serve the cause of human freedom. So we have a job to do. All of us. It means sacrifice. We can't do this job unless we are strong—we people—we who work in offices and shops—on land and sea—on the farms and in the mines—in uniform and civilian clothes. Strong in body, mind, and spirit.

We are not building up our defense just for today. We want to be strong in the days to come—strong inside. We are preparing for the future, for our children, for the America to be. For that America these children and young people of ours must become strong, loyal, wise, tolerant. So we provide schools to help our future citizens—Build Strong Bodies, Develop Special Talents, Learn to Work & Play Together, Prepare for Jobs, Grow in Character, and Become Good Citizens of a Strong America—of The World Of Tomorrow.

Over 30,000,000 pupils are enrolled in the elementary and secondary schools of the United States—one fourth of our entire population.

And right now the nation's vocational schools are meeting a national emergency—training millions of workers for defense jobs in industry. Visit your schools during American Education Week. Help them to build a strong America—Leaflet, National Education Association.



# Notes and Announcements

## AWARDS MADE FOR STATE FAIR EXHIBITS

The first premium for the best school exhibit at the State Fair this year went to the Casar School in Cleveland County. This exhibit, entitled "Friendship Through Understanding," was built around a unit of work attempting to bring about a better understanding and appreciation of North and South American relationships.

Second place went to the Pittsboro School for an exhibit on "Education for Living," which contrasted the old methods in teaching with the new and modern approaches. A number of old textbooks were included in the display, some of them having been used as far back as 1809.

Swan Quarter in Hyde County won third place with an exhibit directed toward "Educating Youth to Appreciate our Natural Resources." This exhibit was built around the hunting and fishing activities at Lake Mattamuskeet.

Other exhibits were entered by the Greensboro Art Department, which attempted to bring out art as a means of self-realization; by Rolesville in Wake County, which had an exhibit on "Building American Citizenship"; by St. Paul's in Robeson County, which attempted to show how national strength is built through close bonds existing between the home, the school, the community, and the nation; and by Brogden High School in Wake County, which had a unique exhibit on "Building a Strong America with Good Food." In this particular exhibit a miniature home was constructed entirely from various food products.

For the first time exhibits were included from the Orthopedic Hospital School at Gastonia, which attempted to display "Education for the American Way of Life" through a balanced program, and from the North Carolina School for the Deaf at Morganton, with an exhibit on "Training for the Responsibilities of American Citizenship."

These educational exhibits, which were sponsored by the State Department of Public Instruction at the State Fair were among the best that have ever been entered, according to H. Arnold Perry and S. Marion Justice, members of the Department staff and co-chairmen of the school exhibits.

Judges for the educational exhibits were Miss Frances Lacy, Supervisor of Elementary Schools in Raleigh, Mr. W. M. Jenkins, Supervisor of High Schools in Durham County, and Mrs. Lawrence Lohr of Raleigh.

## THANKSGIVING—NOV. 20

November 20 has been proclaimed both by the President and by Governor Broughton as Thanksgiving Day for 1941. The President has also announced that, beginning in 1942, the last Thursday in November would again be designated as Thanksgiving.

## BASKETBALL, SAFETY, AND HEALTH, PHYSICAL EDUCATION AND RECREATION INSTITUTES PLANNED

The North Carolina Association for Health, Physical Education and Recreation is planning on conducting three institutes in each of the six districts of the North Carolina Education Association. The dates of the institutes are as follows:

Basketball .....	Nov. 29, 1941
Safety .....	Dec. 5, 1941
Health, Physical Education and Recreation.....	Jan. 17, 1942

These institutes are to be held simultaneously in each of the six districts of the State. The six district presidents of the Physical Education Sections of the North Carolina Education Association will be in charge of the institutes.

The State Department of Public Instruction, the Highway Safety Division, the University of North Carolina, Appalachian State Teachers College, and Western Carolina Teachers College are cooperating with the North Carolina Association for Health, Physical Education, and Recreation by providing personnel for the program to attend each of the institutes.

The following have been appointed chairmen of the institutes:

Basketball—Bob Allen, Director of Physical Education, Charlotte City Schools.

Safety—Walter Cutter, North Carolina Highway Safety Division.

Health, Physical Education and Recreation—E. E. Garbee, Director of Health and Physical Education, Appalachian State Teachers College.

## INTER-SCHOLASTIC CORRESPONDENCE

The Student Forum on International Relations has kept open the bureau for Inter-Scholastic Correspondence. It is concentrating especially, at this time, on Latin American countries. New contacts in some of those countries have been formed during the summer vacation; therefore a greater opportunity of obtaining interesting first-

hand information on South and Central America and Mexico is offered to the teachers and students.

It is still possible to contact some European countries. Recently lists were received from Hungary, and the names of French students from the unoccupied zone in France, in North Africa and Corsica are still on file. Correspondents in Portugal and a few names in the British Isles may also be secured. It is to be understood, however, that perfect results depend upon the safe arrival of the mail to Europe, which cannot be guaranteed.

Further information concerning such correspondence should be addressed to the Student Forum on International Relations, 406 Sutter Street, San Francisco, California.

## F. F. A. BOYS ATTEND THE NATIONAL CONVENTION

North Carolina was represented at the Fourteenth National Convention of the Future Farmers of America in Kansas City, Mo., October 18-25 by eighteen delegates, headed by Roy H. Thomas, State Supervisor of Vocational Agriculture of the State Department of Public Instruction.

North Carolina is one of the leaders in F. F. A. activities, having the second largest membership in the Nation, according to the U. S. Office of Education. With a membership exceeding 15,000 the State F. F. A. association maintains two modern camps where leadership training, recreation, and health protection are stressed. A newspaper is published, thus offering training in newswriting and expression to the members. Many chapters have musical units. Through the application of modern agricultural techniques, the Future Farmers have accomplished many worthwhile projects toward the diversification of agriculture and toward the enhancement of rural life.

The following members of livestock judging teams went to Kansas City to compete for national honors: (1) For general livestock—Worth Chesson, Roper Chapter, Washington County; Green Rea, Pineville Chapter, Mecklenburg County; and W. J. Faircloth, Roseboro Chapter, Sampson County; (2) For dairy cattle judging—Johnnie Pryon, Lattimore Chapter, Cleveland County; Bill Austin, Peachland Chapter, Anson County; and Marion Spencer, Derita Chapter, Mecklenburg County.

Bob Harris, State F. F. A. President, of the Newell Chapter, Mecklenburg County; Donald Beard, State Winner in the Supervised Practice Contest, of the Central Chapter, Cumberland County, and the following district winners in the contest were also members of the delegation: Thomas Finch, Bailey Chapter, Nash County; Thomas F. Quinn, B. F. Grady Chapter, Duplin County; M. P. Rupard, Union Grove Chapter, Iredell County; Mack Butler, Rowland Chapter, Robeson County; and Sam Arring-



ton, Waynesville Chapter, Haywood County.

## SCHOOL RECORDS PROJECT MAKES PROGRESS

The WPA School Records Project is now operating in some schools in the following county administrative units: Bladen, Buncombe, Chatham, Clay, Columbus, Gates, Granville, Graham, Greene, Harnett, Henderson, Jackson, Mitchell, Moore, New Hanover, Northampton, Pamlico, Robeson, Sampson, Surry, Swain, Wake, Watauga, and Yancey, and in the following city units: Asheville, Franklin, Oxford, Wilkesboro, and Wilson.

A maximum of 168 workers have been employed in helping the schools install these new cumulative record folders. At the present time, because of a reduced WPA load, only 119 are at work. In nine counties, the work is being done from a central unit. In the others, the records are being set up in different schools. In Columbus county, two complete sets of records are being installed, one in the school and one in the office of the county superintendent. A project has been approved and work will soon begin in some schools in Cherokee, Macon, Cleveland, Mecklenburg, and Cumberland county units.

Superintendents or principals in other counties and cities desiring to investigate the possibilities of securing a project of this kind should contact either Mr. Everett G. Beam in the State Department of Public Instruction or the WPA office of their particular district.

## GUIDANCE MATERIALS MADE AVAILABLE

A number of guidance bulletins and other sources of information are available through the office of the State Supervisor of Occupational Information and Guidance. Those of most interest to the schools are:

Bulletin No. 6—A Check List of Suggested Guidance Objectives for Secondary Schools.

Bulletin No. 7—Guidance Check List for Classroom Teachers.

Bulletin No. 10—Annual Report of the State Guidance Service.

Bulletin No. 11—A Summary of Guidance Activities.

Bulletin No. 12—Sources of Free and Inexpensive Guidance Materials.

Bulletin No. 13—List of General Guidance References.

In addition to these bulletins files containing occupational information and guidance have been set up in the State office. An effort has been made to arrange this material so that it may be easily located and used by school people. Information in current loose-leaf form not otherwise found in books or periodicals may be found and used by those consulting these files.

## AMERICAN EDUCATION WEEK

American Education Week grew out of the First World War. Twenty-five percent of the men examined in the draft were illiterate; 20 percent were physically unfit; many were foreign-born and had little understanding of American life. During the War, the schools were drained of teachers, especially men. In the fall of 1920, thousands of schools were closed for want of teachers. A campaign of public information was needed to correct this situation. A long-range program for the extension of education was needed to reduce illiteracy and physical unfitness. Members of the American Legion consulted with educators and the first American Education Week was observed in 1921.

The broad purpose of American Education Week has become that of acquainting the people with the needs, aims and achievements of the schools. (See October *Bulletin* for day by day program of this year's observance.)

## SCHOOL BOARD ASSOCIATION HOLDS FALL MEETINGS

The six district meetings of the North Carolina School Board Association are now being held throughout the State. The first meeting was held in Asheville on October 20th; the second in Charlotte, on October 21st; and the third in Greensboro on October 27th. The fourth, fifth, and sixth meetings will be held as follows: Raleigh, November 4th; Kinston, November 12th; and Lumberton, November 18th.

These district meetings offer an opportunity for outlining the next steps in the work of the Association. President W. A. Dees, who was elected in the spring to succeed the former President, Mr. H. E. Isenhour of Salisbury, will deliver the principle address at each of the meetings. He will discuss some of the major issues in connection with the development of education in the State at this time. Among these topics will be the Constitutional amendment, curriculum adjustment, vocational education, introduction of the twelfth year, and other important school measures which are now being considered. One of the major platforms of the Association for several years has been the adoption of a central State Board of Education.

Each local district chairman will provide all arrangements and secure local representatives for the program. All school board members and school committee members throughout the State are invited to attend one of these district meetings. There are approximately forty-five hundred individual members

of these boards and committees in North Carolina.

The district chairmen are as follows:

Western District, T. W. Calton, Rutherfordton.  
Northwestern District, J. L. Roberts, Madison.  
Southeastern District, John Marshall, Wilmington.  
Northeastern District, Leo Harvey, Kinston.  
South Piedmont District, Dr. I. R. Self, Lincolnton.  
North Central, W. A. Dees, Goldsboro.

## N. C. SCHOOLS OBSERVE NAVY DAY

Navy Day, October 27th, was observed in a good many schools of the State, it is learned. On that Day Governor Broughton spoke over station WPTF, Raleigh, between 2:00 and 2:15 P. M. From Charlotte, over WBT, Hon. B. B. Gossett delivered a 15-minute talk beginning at 6:15 P. M.; and from Asheville over WWNC, Hon. J. Hiden Ramsey broadcasted from 8:15 to 8:30 P. M.

Navy Day was established by the Navy League to give the citizens of this nation an opportunity to learn more about the U. S. Navy and to appreciate its place in the national government. Besides the radio broadcasts, speakers gave local talks in many of the schools and exercises appropriate to the occasion were participated in by the students.

The North Carolina program was arranged by the State Chairman of the Navy Day Committee, Prof. H. A. Fisher, State College, Raleigh, and the area chairman appointed by him. In furtherance of the exercises, Superintendent Clyde A. Erwin issued a letter to all county and city superintendents asking them to cooperate in the plans for Navy Day observance.

## STATE BOARD APPROVES SCHOOL LOANS

The State Board of Education met recently and approved a number of loans from the State Literary Fund for the erection of new school buildings.

Loans approved were: Cleveland county, Shelby, \$2,500; Kings Mountain, \$2,000, rural schools, \$8,500; Columbus county, Williams school, \$2,000; Hartnett county, Erwin, \$26,000; Hertford county, Waters Training school, \$25,000; Onslow, Jacksonville and Richlands, \$6,000; Granville county, Creedmoor, \$5,060, and Oak Hill \$5,400.

## SOAP SCULPTURE CONTEST IS ANNOUNCED

The 18th annual competition for small sculptures in white soap for the Proctor and Gamble Prizes was recently announced by the National Soap Sculpture Committee, 80 E.

(Continued on page 8)



# STATE SCHOOL FACTS

## STATE AID TO PUBLIC EDUCATION

The policy of the State aiding from its public treasury in the financial operation of the public schools has always been a desire, though not always an accomplished fact, in the life history of her citizens.

In 1754, under the provincial government, the Assembly appropriated 6,000 pounds for "founding and endorsing a public school" in the province, but this money was never applied to this purpose. In 1766 a public school was incorporated to be located at New Bern on land donated by the Assembly and supported partly from funds realized from a tax of one penny a gallon on all rum and spirituous liquors imported into the Neuse River.

The first State fund actually set up, however, was the Literary Fund. The law creating this fund, passed on January 4, 1826, was called "An Act to Create a Fund for the Establishment of Common Schools." The monies realized from the sale of State lands, the dividends from certain bank stocks and navigation and canal companies owned by the State, the tax imposed on retailers of liquors and auctioneers, and certain other monies, were all set aside as the Literary Fund to be invested by a board; and the proceeds from these investments when sufficiently accumulated were to be applied to the instruction of such children as the legislative might deem expedient in the common principles of reading, writing and arithmetic.

The General Assembly of 1837 passed a resolution requesting the president and directors of the Literary Fund to submit a plan for a system of common schools. In due time this report was made with the recommendation that since the Literary Fund was not ample to the people should be given the

### The Per Capita Fund

In 1899 a new principle of State aid was introduced—that being a direct appropriation of a specified sum of money from the State Treasury—and the Literary Fund was converted into a revolving fund to be loaned to counties for the erection and repair of school buildings. The first appropriation of \$100,000, was continued annually until 1909-10, when it was raised to \$125,000, and to \$244,000 in 1913-1914. This fund was distributed to the counties on a per capita basis. This method of State-aid was discontinued at the close of the 1918-19 school year, and for the two succeeding years the State undertook to pay teachers' salaries for three months from the proceeds of a State property tax of 32 cents on the \$100 valuation.

### The Equalizing and Eight Months School Funds

Still another new principle of State support was introduced into the method of distribution of State aid by the General Assembly of 1901. This method of distributing State aid took cognizance of the different financial abilities of the counties to support the schools for four months. The first distribution of funds according to this principle was made in 1901-02 from an appropriation of \$100,000. This Equalizing Fund, as it was called, of \$100,000 was continued through the year 1912-13. The amounts expended for rural libraries, as shown in column 4, were included in these \$100,000 annual appropriations.

In 1913 an effort was made to extend the school term in the several counties by levying a State-wide property tax of five cents. The money realized in this way was distributed to the participating

from the proceeds of a 30-cent tax levy on the 1920 valuation of property.

This principle of distributing State aid was continued with increasing amounts appropriated until 1929-30, when in addition to the Equalizing Fund the sum of \$1,250,000 was appropriated as a Tax Reduction Fund to assist the counties in the support of those schools in districts that had noted a special tax to extend the term to eight months.

The General Assembly of 1931 assumed the responsibility for the support of the constitutional six months term, and in addition continued the appropriation for the Tax Reduction Fund. In order to provide this money for schools and for other purposes the State levied a 15-cent property tax.

In 1933 these two funds were consolidated and the appropriation was made for the support of an eight months school term. The total appropriation, as will be observed, was much less than the preceding two years; but it must be remembered that this was during the depth of the depression, and even this amount was set after a long fight in the Legislature and after the levy of a sales tax. The remaining figures in this column show the increased appropriations made for the support of the public schools. The preceding number of this paper sets forth the sources of these funds.

### Other Funds

**Libraries:** In the remaining columns of the table are presented yearly amounts disbursed for other school purposes. In column 4 are given the annual State Allotments for public school libraries. After 1930-31 State aid for libraries was included in the figures shown in column 3.

**Rural High Schools:** Column 5 gives the annual State Allotments for the establishment and support of rural high schools, including the Tax Reduction Fund after 1929

1930-31. State aid for these purposes was discontinued by the General Assembly of 1931.

**Adult Education:** Under authority granted to the State Board of Education the sum of \$4,038.24 was expended in 1917-18 for the teaching of adult illiterates. This work was aided by the State for four years, when it was discontinued. The General Assembly of 1937 again recognized the instruction of adults by making a specific appropriation for assisting on a 50-50 basis counties and cities in the maintenance of an adult education program.—(See the February, 1941, edition of *State School Facts* for further information on this topic.)

**Farm Life Schools:** The "farm-life schools" idea began in 1911. The State aid furnished for such schools is shown by years in column 8. This form of State aid was discontinued in 1931.

**Vocational Education:** The program of vocational education was begun in 1917-18, the first year being devoted to the promotion of the work. Both State and Federal funds are used in the furtherance of this program. Column 9 gives the disbursements from State funds only. Note should be taken of the fact that the last General Assembly greatly increased the appropriation for this type of education.

**Rehabilitation Maintenance:** Funds appropriated for this purpose are used for paying the actual living expenses of persons while they are being given training under the rehabilitation program. This is also a joint Federal-State undertaking, which was begun in 1921.

**Medical Inspection:** State aid under this heading was for free dental treatment and health examinations of school children. The appropriations shown in column 11 were made to the State Board of Education, although the work was administered by the State Board of Health. Since 1924-25 the appropriations have been made direct to the latter named State



ceived from the Literary Fund, which was made with the school law, known as the first common school law, embodying the General Assembly on January 8, 1839. Except for the period immediately following the War for Southern Independence, when the public school system collapsed, the State followed this method of aiding the public schools until 1899, a period of about 60 years.

3 of the table for the years 1913-14 to 1918-19.

In 1921 the State abandoned the policy of levying a State-wide property tax. An increased Equalizing Fund was provided, however, by an appropriation from the general treasury of the State. Before a county could participate, under this new plan, it had to show that the schools could not be operated for six months

promoting teacher training in the several counties, for the improvement of teachers now in service, and for the better supervision of rural schools." This appropriation was increased at subsequent sessions of the General Assembly until 1929, when it was reduced to the peak of \$102,728.13 actually disbursed to \$85,646.92 and \$70,612.49, respectively, for 1929-30 and 1930-31.

The figures presented include service to local units in the form of clerical assistance, repairing of old books, superintendent's bonds, and express payments. In addition to the \$200,000 annual appropriation for the current biennium, the General Assembly granted authority for the transfer of funds from the Rental Fund for the purchase of free books.

## STATE AID TO PUBLIC EDUCATION (Disbursements)

(Not Including State Administration)

Year	Per Capita Fund	Equalizing and Eight Months School Funds	Rural Libraries	Rural High Schools and Tax Reduction Fund	Teacher Training and Rural Supervision	Adult Education	Farm Life Schools	Vocational Education	Vocational Rehabilitation Maintenance	Medical Inspection and Free Textbooks	Annual Total
1899-1900	\$ 100,000.00	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ 100,000.00
1900-1901	100,000.00	82,798.89	2,500.00								100,000.00
1901-1902	100,000.00	99,818.61	2,500.00								185,298.89
1902-1903	100,000.00	92,479.55	3,750.00								202,318.61
1903-1904	100,000.00	100,000.00	3,750.00								196,229.55
1904-1905	100,000.00	95,228.95	3,750.00								203,751.00
1905-1906	100,000.00	92,500.00	3,750.00								198,978.95
1906-1907	100,000.00	100,000.00	3,750.00	45,000.00							196,250.00
1907-1908	100,000.00	92,500.00	3,750.00	45,000.00							248,750.00
1908-1909	100,000.00	98,800.00	3,750.00	50,000.00							241,250.00
1909-1910	125,000.00	92,500.00	3,750.00	50,000.00							277,550.00
1910-1911	125,000.00	100,000.00	3,750.00	75,000.00							271,250.00
1911-1912	125,000.00	93,985.45	3,750.00	75,000.00			2,500.00				303,750.00
1912-1913											300,235.45
1913-1914	244,000.00	401,015.72	3,750.00	75,000.00			8,700.00				732,465.72
1914-1915	244,000.00	409,630.45	3,750.00	75,000.00			21,000.00				753,380.45
1915-1916	244,000.00	447,940.45	3,750.00	75,000.00			29,250.00				799,940.45
1916-1917	244,000.00	428,161.34	3,750.00	75,000.00			32,300.00				785,211.34
1917-1918	244,000.00	447,437.85	3,750.00	100,000.00			35,000.00				834,221.09
1918-1919	244,000.00	504,942.40	3,750.00	100,000.00			27,435.00	2,999.89			888,481.40
1919-1920	*3,130,336.00	150,345.06	2,445.00		25,922.67	8,984.21	21,013.00	42,706.83		27,500.00	3,409,252.77
1920-1921	*4,238,218.81	236,648.26	1,880.00		49,943.03	14,896.10	21,950.00	90,119.59		46,500.00	4,700,155.79
1921-1922		884,653.90	3,750.00	51,600.00	79,465.75		21,535.00	100,370.79	2,418.33	49,333.32	1,193,127.09
1922-1923		797,912.75	3,668.87	77,685.00	71,835.11		22,169.61	120,988.31	5,322.82	50,000.00	1,149,582.47
1923-1924		1,249,700.00	3,750.00	109,500.00	74,314.83		26,475.00	153,918.03	12,955.64	50,000.00	1,680,613.50
1924-1925		1,250,000.00	3,750.00	109,500.00	86,155.39		26,500.00	165,400.00	11,549.79	50,000.00	1,702,555.18
1925-1926		1,499,750.00	3,550.00	82,600.00	87,906.56		23,750.00	138,857.99	11,590.00		1,848,004.55
1926-1927		1,499,940.00	3,750.00	87,900.00	87,143.96		25,000.00	145,781.03	14,989.35		1,864,504.34
1927-1928		3,209,290.59	9,050.00	55,000.00	100,169.59		25,000.00	132,624.31	13,475.80		3,544,610.29
1928-1929		3,229,304.30	10,950.00	50,000.00	102,728.13		25,000.00	146,405.00	12,873.38		3,577,260.81
1929-1930		5,029,461.48	8,200.00	1,145,850.14	85,646.92		25,000.00	123,982.53	14,995.53		6,433,136.60
1930-1931		5,089,653.87	7,000.00	1,224,114.95	70,612.49		20,000.00	101,336.15	12,297.51		6,525,014.97
1931-1932		-15,940,421.21		1,009,313.45				92,681.05	8,456.66		16,830,140.09
1932-1933				1,395,612.70				78,599.90	6,747.62		17,421,181.43
1933-1934		15,606,650.75		28,185.12				67,245.03	8,850.96		15,682,746.74
1934-1935		16,628,245.47						72,934.37	7,506.50		16,736,871.46
1935-1936		20,194,760.49						113,971.18	8,359.46		20,317,091.13
1936-1937		21,470,995.27						130,508.20	8,380.21		21,609,883.68
1937-1938		24,344,071.58						202,027.20	10,483.67		25,799,559.74
1938-1939		24,851,181.44						215,592.94	10,605.73	1,228,378.92	25,439,948.60
1939-1940		25,876,725.27						260,139.95	9,156.94	342,683.98	26,348,040.46
1940-1941		26,941,232.89						296,007.37	10,125.43	177,569.34	27,818,959.45
1941-1942		28,158,324.00						30,000.00	10,000.00	546,006.99	28,998,324.00
1942-1943		29,454,233.00						710,000.00	10,000.00	200,000.00	30,404,233.00
Total	\$10,332,554.81	\$293,092,926.17	\$126,743.87	\$6,266,561.36	\$921,844.43	\$177,791.27	\$439,577.61	\$4,304,997.64	\$221,141.33	\$2,694,639.23	\$318,852,111.04

\*Three months salaries of teachers.

-Six Months.

†Appropriation.

::The first year includes the State's equity of \$421,777.54 in rental books which were made free.



## Notes and Announcements - Continued

11th St., New York. The contest will close May 15, 1942.

As in previous competitions, cash prizes totaling \$2,200 will be awarded in three classes—advanced amateur, senior, and junior. Special group awards will also be made. A folder giving the rules and conditions may be secured from the Committee.

### ESSAY CONTEST CONDUCTED BY V. F. W. AUXILIARY

High school students in this State are offered the opportunity to win cash prizes totalling \$2,000, with \$1,000 as first award, in the 1941-42 nation-wide essay contest being conducted by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. All essays must be written on the theme of "Unity for Victory," the length to be not less than 500 words, or more than 1,000 words. Boys and girls regularly enrolled in any public, private, or parochial high schools are eligible to compete.

The essays submitted may be written as class assignments or as personal projects. Preliminary contests in each local community must be concluded in time to permit selection of the winning essays by February 22, 1942. The winning essays in local competition will be forwarded to the State Contest Committee for consideration in the State competition.

Medals will be awarded to local and State winners. The essay which wins first prize in the State will be forwarded to the National Contest Committee to compete for the \$2,000 in cash awards being offered by the national organization. Winners in the national contest will be announced at the 1942 National Encampment of the Veterans of Foreign Wars of the U. S. next August.

Teachers or students desiring further information in reference to the rules of this contest may obtain a rules folder from the local V. F. W. Auxiliary or complete details may be obtained by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., Broadway at 34th Street, Kansas City, Missouri.

### ART MATERIALS BULLETIN DISTRIBUTED

A 7-page mimeographed bulletin, ART MATERIALS FOR SCHOOLS WITH LIMITED ALLOWANCES, revised for 1941-42, has recently been sent to all superintendents and principals of schools having five or more teachers. This is the third year that this service bulletin, prepared by Miss Julia Wetherington of the Division of Instructional Service, has been used in helping schools to have a variety of materials and in having an outlined program of cost to present to boards

of education and Parent-Teacher Associations that are contributing funds for the Art Program.

This bulletin may be used by principals and teachers for the following sources of information:

1. State contract listings of Art materials for this year, 1941-42, and in the majority of cases the trade names of the materials.
2. Items that are most needed in Art work.
3. Quantities of materials needed and the quotation of prices for a one, three, five, and seven teacher school.
4. Additional materials recommended for those schools that have extra funds.
5. Attention is directed to A Study of Curriculum Problems, the North Carolina Course of Study, Publication No. 189, pages 424-465.

A school using this outline will be equipped with more than twenty different materials for children to work with at a minimum cost to the school. Attention is called to the statement on the need of ordering the materials in bulk and distributing them from a central place; otherwise, the postage used in mailing them direct to the schools eliminates much of the savings earned by State contracts.

### TEXTBOOK COMMISSION ISSUES AGRICULTURAL PUBLICATIONS

The first volume of a series of "Agricultural Publications for North Carolina" has recently been published and distributed by the State Textbook Commission to high schools having departments of agriculture.

This series of cloth-bound books contain the official bulletins and circulars prepared by scientists and specialists of the North Carolina Agricultural Experiment Station and the North Carolina Agricultural Extension Service from carefully conducted research projects and field demonstrations. Some of the publications included in the first volume are the following: List of Farm Building and Equipment Plans, The Farm and House Garden Manual, Fruits and Nuts for Home Use, Control of Tobacco Bluemold, Azaleas, Feed Formulas for Poultry, Lettuce Growing in North Carolina, and a Report of the Experiment Station for the Two-Year Period Ending December 1, 1940.

This first volume of agricultural publications has been distributed to all counties renting textbooks on the basis of one copy to each five boys, or a minimum of eight to a department. A few additional copies are available from the State Textbook Commission at 52 cents per copy less 10% when ordered through the county superintendent.

### COMMITTEES APPOINTED FOR TWELVE-YEAR PROGRAM

In compliance with the law enacted by the recent General Assembly committees have been appointed to study thoroughly the school curriculum of the State in order that plans may be made for the introduction of a twelve-year program in the public schools during the year 1942-43. The personnel of the committees appointed are as follows:

#### I. Executive Committee:

Clyde A. Erwin, State Superintendent Public Instruction, Chairman  
Nathan H. Yelton, Secretary, State School Commission  
Dr. Julian Miller, Charlotte  
H. E. Stacy, Lumberton  
Dr. J. Henry Highsmith, Director, Division of Instructional Service  
H. Arnold Perry, Secretary

#### II. Central Committee:

Dr. J. Henry Highsmith, Chairman, State Dept. Public Instruction, Raleigh  
H. Arnold Perry, Coordinator, State Dept. Public Instruction, Raleigh  
Prof. J. S. Tippet, Consultant, University of North Carolina, Chapel Hill  
Randolph Benton, Supt. Wake County Schools, Raleigh  
H. Buck, Supt., Murphy  
W. J. Bullock, Supt., Kannapolis  
C. F. Carroll, Jr., Supt., High Point  
Kader R. Curtis, Supt., Wilson County Schools.  
Miss Laura Efrid, Hugh Morson High School, Raleigh  
Miss Kathleen Emerson, Supervisor Forsyth County Schools, Winston-Salem  
Claude F. Gaddy, Supt., Raleigh  
Mrs. Ruby Siske Gouge, Elementary School, Bakersville  
Fred W. Greene, Secretary, N. C. E. A., Raleigh  
Mrs. Lucy Herring, Jeanes Teacher, Asheville  
W. M. Jenkins, Supervisor Durham County Schools, Durham  
Miss Bessie R. Jones, Bennett College, Greensboro  
Miss Frances Lacy, Supervisor City Schools, Raleigh  
Mr. J. C. Manning, Supt. Martin County Schools, Williamston  
Mrs. Annie L. McDonald, Hickory  
O. R. Pope, Principal Washington High School, Rocky Mount  
Dr. W. C. Pressly, President, Peace Junior College, Raleigh  
Dr. A. M. Proctor, Duke University, Durham  
Dr. W. W. Rankin, Duke University, Durham  
I. E. Ready, Principal, Rocky Mount High School, Rocky Mount  
Dr. Carson Ryan, University of North Carolina, Chapel Hill  
Mrs. Hannah Stack, Fayetteville  
Dr. H. L. Trigg, President, Elizabeth City State Teachers College, Elizabeth City  
Miss Carrie B. Wilson, Supervisor City Schools, Burlington  
M. E. Yount, Supt. Alamance County Schools, Graham

Other Members from the Department of Public Instruction:

T. E. Browne	Q. E. Mathis
T. Carl Brown	Miss Marie McIver
J. E. Cobb	J. E. Miller
George W. Coggin	Dr. N. C. Newbold
A. B. Combs	Miss Hattie S. Parrot
W. F. Credle	Egbert N. Peeler
Miss Catherine Dennis	R. J. Peeler
Mrs. Mary P. Douglas	M. L. Rhodes
G. H. Ferguson	Charles E. Spencer
Dr. James E. Hillman	Roy H. Thomas
L. H. Jobe	Miss Virginia Ward
S. Marion Justice	H. C. West
A. E. Manley	Miss Julia Wetherington

#### III. Lay and Professional Group:

H. E. Stacy, Lumberton, Chairman  
R. T. Amos, Southern Hosiery Manufacturers, High Point  
E. M. Anderson, President, N. C. Press Association, West Jefferson.



Ernest J. Arnold, Secretary REA-N.C. Council of Churches, Durham  
 Miss Alice Baldwin, Dean of Women, Duke University, Durham  
 Mrs. Clarence Blackstock, American Association of University Women, Asheville  
 Mrs. J. S. Blair, President, North Carolina Congress of Parents and Teachers, Elizabethtown  
 Dr. E. A. Branch, State Board of Health, Raleigh  
 Owens Hand Browne, president, Cherokee Indian Normal School, Pembroke  
 D. B. Bryan, Wake Forest College, Wake Forest  
 Harry Caldwell, Director, State Grange, Raleigh  
 Miss Cordelia Camp, Western Carolina Teachers College, Cullowhee  
 Leslie H. Campbell, president, Campbell College, Buie's Creek  
 Edward L. Cannon, North Carolina State Bar, Raleigh  
 Miss Dora Coates, East Carolina Teachers College, Greenville  
 Miss Mary M. Conoly, Flora MacDonald, Red Springs  
 Miss E. Louise Cooper, Adult Education, Raleigh  
 Dr. G. M. Cooper, State Board of Health, Raleigh  
 L. S. Cozart, Barber-Scotia College, Concord  
 Mrs. Millie J. Crowell, Business and Professional Woman's Clubs, Thomasville  
 Jonathan Daniels, Editor, NEWS AND OBSERVER, Raleigh  
 H. S. Davis, principal, Mary Potter School, Oxford  
 Jason B. Deyton, Supt. Mitchell Co. Schools, Bakersville  
 W. A. Dess, president, N. C. School Board Association, Goldsboro  
 W. C. Donnell, Johnson C. Smith University, Charlotte  
 George Dowdy, president, N. C. Merchants Association, Winston-Salem  
 Willard Dowell, N. C. Merchants Association, Raleigh  
 James H. Early, past-president, N. C. Merchants Association, Winston-Salem  
 G. A. Eichelberger, Personnel Director, J. B. Ivey Company, Charlotte  
 Alfonso Elder, Dean, North Carolina College for Negroes, Durham  
 C. A. Fink, Director, AFL, Salisbury  
 Frank C. Foster, president, Asheville College, Asheville  
 J. M. Godard, Queens College, Charlotte  
 F. F. Grim, Atlantic Christian College, Wilson  
 Miss Ruth Gunter, Woman's College of U.N.C., Greensboro  
 P. H. Gwynn, Jr., Davidson College, Davidson  
 N. H. Harris, Shaw University, Raleigh  
 S. G. Hawfield, State Director, WPA Adult Education, Raleigh  
 C. R. Hinshaw, High Point College, High Point  
 Holland Holton, Duke University, Durham  
 John T. Howell, Appalachian State Teachers College, Boone  
 Dr. Walter J. Hughes, State Board of Health, Raleigh  
 Mrs. T. E. Johnston, Catawba College, Salisbury  
 Earle R. King, Manager, Grant's Store, Raleigh  
 John A. Lang, State Director, National Youth Administration, Raleigh  
 J. D. Larkins, president, Eastern N. C. Chamber of Commerce, Trenton  
 W. T. Love, Burlington Mills Company, Burlington  
 Mrs. Pauline Lowder, secretary, Merchants Association, Gastonia  
 J. R. Ludington, N. C. State College, Raleigh  
 M. G. Mann, N. C. Cotton Cooperative Association, Raleigh  
 Earl H. McClenney, St. Augustine's College, Raleigh  
 Noble R. McEwen, Salem College, Winston-Salem  
 J. C. McLaughlin, A. and T. College, Greensboro  
 L. P. McLendon, president, N. C. Bar Association, Inc., Greensboro  
 R. L. McMillan, State Commander, American Legion, Raleigh  
 F. H. McNutt, Woman's College of U. N. C., Greensboro  
 J. B. McRae, Fayetteville State Teachers College, Fayetteville  
 J. D. Messick, Elon College, Elon College  
 Julian Miller, editor, Charlotte Observer, Charlotte  
 Roy Morrison, University of N. C., Chapel Hill  
 Guy B. Phillips, University of N. C., Chapel Hill  
 Dr. J. H. Pittman, president, Negro State Medical Association, Burlington  
 Clarence Poe, Raleigh  
 Mrs. Kate Rankin, SFWC, Mt. Gilead

Miss Ruth Robinson, Appalachian State Teachers College, Boone  
 J. H. Rose, Greenville  
 E. L. Sandefur, Director CIO, Winston-Salem  
 W. S. Sharpe, president, Pfeiffer College, Misenheimer  
 R. Flake Shaw, executive secretary, N. C. Farm Bureau Federation, Greensboro  
 Carlisle Shepherd, Guilford College, Guilford College  
 John L. Skinner, State Association of County Commissioners, Littleton  
 J. Warren Smith, N. C. State College, Raleigh  
 C. C. Spaulding, president, N. C. Mutual Life Insurance Co., Durham  
 Mrs. May B. Thompson, Personnel Director, Meyer's Department Store, Greensboro  
 W. J. Trent, president, Livingstone College, Salisbury  
 B. Y. Tyner, Meredith College, Raleigh  
 E. A. Wayne, N. C. Bankers Association, Raleigh  
 S. Clay Williams, Winston-Salem  
 T. O. Wright, Oak Ridge Institute, Oak Ridge  
 Nathan H. Yelton, State School Commission, Raleigh  
 Miss Elizabeth B. Young, Greensboro College, Greensboro

## NORTH CAROLINA COLLEGE CONFERENCE MEETS NOVEMBER 5-6

The twenty-first annual meeting of the North Carolina College Conference will be held at the O. Henry Hotel, Greensboro, November 5 and 6. For the most part, the program at these conferences consists of reports from standing committees. Always, though, there are one or more guest speakers of national prominence who deliver formal addresses. This year the speaker is Ernest K. Lindley, Washington correspondent and associate editor of *Newsweek*, who speaks on the subject, "Trends in American Foreign Policy." The public is welcome at any meetings of the Conference.

## NEW STAFF MEMBERS APPOINTED

J. E. Cobb, principal of the West Lenoir Elementary School, Lenoir, was recently appointed Associate in the Division of Instructional Service to replace H. Arnold Perry, who is on leave of absence as coordinator for the Twelve-Year Program Study which was provided for by the General Assembly of 1941, and announcement of which is presented elsewhere in this *Bulletin*. Mr. Cobb, a native of Guilford County, is a graduate of the University of North Carolina. He received his master's degree from Duke University, and also did graduate work at Peabody College, Nashville, Tenn.

James A. Weathers, Jr., a native of Raleigh, was appointed on September 10 as accountant in the Division of Finance and Statistics to audit the funds spent by the various educational units of the State in the operation of the Defense Training Program. Mr. Weathers is a graduate of N. C. State College, Class of 1938. Since graduation from college he was for a year employed as auditor with the Agricultural Adjustment Administration. More recently he has been with the *News and Observer* as assistant circulation manager.

## BRYN MAWR OFFERS \$500 SCHOLARSHIP

A \$500 freshman scholarship is offered annually by Bryn Mawr College and its alumnae to the graduates of schools of the Southern States. Bryn Mawr College is a non-sectarian college for women located at Bryn Mawr, Pennsylvania. Full particulars and other inquiries concerning the scholarship should be addressed to Mary K. Boyd, Garrison Forest School, Garrison, Maryland.

## WELFARE OFFICERS NOT RESPONSIBLE FOR ENFORCING COMPULSORY ATTENDANCE LAW

In a recent letter to superintendents of schools, State Superintendent Clyde A. Erwin pointed out that superintendents of public welfare are no longer responsible for the enforcement of the compulsory school attendance law. Attendance officers may be employed, however, and their salaries paid from fines, forfeitures, penalties, poll taxes, dog taxes, etc.

"As you probably know," he wrote, "the last Legislature removed from superintendents of public welfare the responsibility for enforcing the compulsory attendance law. The only service these officers will now render will be in connection with case work or such other general cooperation as may be possible. "The public school law provides for the employment of attendance officers to be paid from fines, forfeitures, penalties, poll taxes, dog taxes, etc. I realize that in a great many counties these funds are not sufficient for the purposes for which they are now being expended. It has occurred to me, however, that where a full time attendance officer cannot be employed, arrangements might be made to employ one on a part time basis even for as little as two or three days a month, and that the person so designated could in a short period of time handle the most aggravated cases."

## FORMER STAFF MEMBER CHANGES POSITION

Lawrence L. Lohr, member of the State Department staff during 1923-25, has recently resigned his position as State representative of the American Book Company to take a similar position with the World Book Company. While with the Department, Mr. Lohr was assistant High School Inspector. Before coming to the State Department Mr. Lohr was superintendent of the Clinton, Sampson County Schools, principal of the Rocky Mount High School, and a student at Columbia University.

Since leaving the Department in 1925 he was for one year with the Western Carolina Teachers College, for ten years with Henry Holt and Company and for the past five years with the American Book Company.



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## The Dismal Swamp Canal

THE Legislature of Virginia, on January 19, 1786, resolved that a canal for exporting valuable produce, such as tobacco, flour, pork, bricks, cotton, cattle, and other livestock, be cut from the Pasquotank River in North Carolina to the Elizabeth River in Virginia. Governor Patrick Henry wrote Governor Richard Caswell of North Carolina urging him to lay the matter before the North Carolina Legislature, but it was not until 1790 that North Carolina passed a law to start cutting the canal.

The canal, which was thirty-two feet wide and eight feet deep, with locks ninety feet long and thirty-two feet wide, was dug primarily by Negro slaves, and although the law was passed for its construction in 1790, it was several years later before the first boat went through. Some of the places by which the canal ran were convenient for erecting mills and other water works, and therefore, since it was a great public utility, many persons were willing to subscribe large sums of money toward it, and in return the company was to receive reasonable tolls. Open books were set up in the counties to receive subscriptions, to be paid in Spanish milled dollars or in other silver or gold coin of the same value, up to \$80,000, and the subscribers were incorporated into a company called the *Dismal Swamp Canal Company*. It is of interest to note that George Washington and Patrick Henry were among the first subscribers for the stock of this company.

Lake Drummond, a fresh-water lake in the heart of the swamp, was connected with the canal by a three-mile feeder ditch. This lake is on the Virginia side of the canal but was named after William Drummond, the first governor of North Carolina (1663-1667), who is said to have discovered it. Today it is a favorite angling ground for sportsmen.

There are many legends, dealing with ghosts, savages, fugitives, snakes, and poisonous plants, told about the *Dismal Swamp* even to this day, but in reality quicksands are the most serious danger. Because of these wild stories describing the swamp, however, people were afraid to go far into its dreary wastes, and before the Civil War it was a favorite refuge for runaway slaves.

William Byrd, a member of the 1728 expedition that charted the dividing line between North Carolina and Virginia, writes very unfavorably about the swamp. He describes it as "a mere quagmire, trembling under the feet of those that walk upon it." To George Washington, however, the swamp was just the reverse, a paradise. The reeds, which are perpetually green, looked to him like a green sea, and "every plant was an evergreen and all seasons looked like spring."

The swamp is very beautiful to the eye if somewhat disagreeable to the other senses. It used to be the opinion of bordering inhabitants that the unpleasant foul air that ascended without ceasing from the swamp was unfit for breathing and caused such things as distempers, agues, pleurisies, and even death. The water of the swamp looks like dark wine due to the discoloring caused by the roots of the juniper, cypress, gum, and maple trees. At one time this water was carried by ships on long sea voyages as a favorite beverage, and some of the "old timers" hold it in high esteem today as drinking water, for they believe that juniper tea, made from stunted cedar "straw," gives them immunity from malaria.

The *Dismal Swamp Canal* was used both in the War of 1812 and in the Civil War, and today, after more than a century, it is still open although the Inland Waterway has taken over most of its shipping. The swamp has been reduced by drainage from 2,200 to 750 square miles, and although it varies in width, it is thirty miles long from north to south. In Virginia the swamp covers part of Norfolk and Nansemond counties, and in North Carolina it extends through parts of Currituck, Camden, Pasquotank, and Gates counties.

Game is still plentiful in the *Dismal Swamp*, and in the Coldwater Ditch section there are still bears, deer, opossums, and raccoons. There are also many species of birds found in the swamp, such as the rare ivory-billed woodpecker, and in summer there is a mass of honeysuckle, reeds, myrtle, and Virginia Creeper growing everywhere. It is still an unbroken wilderness in spite of fire and the work of lumber companies which have sawmills along the borders.

# From The Office

## EDUCATION FOR NYA YOUTH

UNDER a cooperative agreement between the National Youth Administration and the U. S. Office of Education, educational facilities for NYA youth are provided by the U. S. Office of Education. In North Carolina the State Department of Public Instruction, Division of Vocational Education, is responsible for the administration and supervision of the NYA Educational Program. Contributing to NYA youth educational needs is the supervisory staff of the several divisions of vocational education: Trades and Industries, Home Economics, Agriculture, Occupational Information and Guidance, and Distributive Education.

As this cooperative plan operates, Mr. T. E. Browne, State Director of Vocational Education, and Mr. John A. Lang, State NYA Administrator, confer on (a) the program of work projects, (b) the nature of the instruction to be given, and (c) conditions under which instruction will be offered. As a result, the total resources of the National Youth Administration and the State Department of Public Instruction are available for work experience and training for NYA youth.

Training is provided on a voluntary basis in two types of work projects: resident and non-resident. Full-time instructors are provided in resident centers and part-time instructors are provided for non-resident projects. NYA youth are paid for work production on NYA projects but attend classes on their own time. Three types of training are provided in this program: (1.) Extension training supplementary to work experience; (2.) Preparatory training for occupational adjustment; and (3.) Instruction for civic and vocational intelligence.

Most courses provided by the State Department of Public Instruction include subjects which have a direct bearing on the work which the youth are doing. Youth employed on construction projects, machine shops, woodworking shops and mechanical projects study blueprint reading and related mathematics. Young women employed on homemaking projects study dietetics, child care and consumer education. Clerical workers are given training in business English, shorthand, typing and office manners. By the development of classes of this type side by side with work projects, young people employed by the NYA are enabled to coordinate theory and practice and thus acquire a well-rounded vocational experience.



# Education Quiz

(Answers on page 12)

1. By whom were the first schools established in North Carolina?
2. Who was the earliest known teacher?
3. When did he begin to teach in the province? Where?
4. Where was the first public school erected in North Carolina? When?
5. When was the first appropriation for public schools made? How much?
6. For what purposes was this appropriation used?
7. Where was the first public school to be supported in part from public taxation established?
8. When was the beginning of free public education in North Carolina?
9. When was the beginning of State aid to public education?
10. Where, when, and under what name was the first college chartered?
11. Was this college ever established?
12. What was the name of the first chartered educational institution in North Carolina? When was it established?
13. What was the attitude of the early governors of the State toward public education?
14. What were the names of some of these early governors?
15. When was the first committee on education appointed by the General Assembly?
16. What was the committee called?
17. Who is called "The Father of the Common Schools" in North Carolina?
18. Why was he called this?
19. What was the Literary Fund and when was the law creating this fund enacted?
20. When was the first common school law passed?
21. What did this law provide?
22. Did the State allot any money for the support of these schools?
23. Is there a Literary Fund at present?
24. For what purpose is it used?

# Laws, Rulings, and Opinions

## PUBLICATION OF RECEIPTS AND DISBURSEMENTS

*Reply to Inquiry:* You inquire as to whether there is any provision in the law authorizing the publication of receipts and disbursements of school funds realized from local supplements.

Subsection 2 of Section 2687 of Michie's North Carolina Code of 1939 provides:

"The boards of commissioners of all incorporated towns having a population of less than three thousand; boards of graded school trustees and other governing and administrative bodies of public school districts created by special act of the General Assembly; county boards of education; boards of road commissioners and fence commissioners charged with the supervision, maintenance and repair of public roads and fences; the governing bodies of all other quasi-municipal corporations; all other administrative boards of limited territorial jurisdiction under grant of power from the State, charged with the receipt and disbursement of public money, and for the publication of whose receipts and disbursements no other provision is made by law, shall cause to be published annually, at the end of each fiscal year, statements of all receipts and disbursements of public money collected and expended. The statements shall be itemized in the manner provided for itemizing the monthly and quarterly statements of municipal receipts and disbursements, and shall further contain a classified summary of such receipts and disbursements showing the source from which received and the amount\* on which expended."

Subsection 3 of this section provides:

"The statements above provided for shall be published in some newspaper having its place of publication, or which is of general circulation, in the city or town in which such public moneys are collected and expended. The cost of such publication shall not exceed one-half of one cent per word; but if no newspaper, as herein provided, will publish the statements at the rate named, the board of commissioners or other governing body shall, in their discretion publish the statements by posting as notices at the courthouse door in the county and two other public places in the city, town, or district in which the money is collected and expended."

In addition to the above, Section 21 of the School Machinery Act of 1939, as amended, provides that the School Commission, in cooperation with the State Auditor, shall cause an audit to be made of all school funds, State, county and district, and that copies of the audit shall be filed with the State School Commission, the State Auditor and the State Superintendent of Public Instruc-

tion not later than October 1st after the close of the fiscal year.—Attorney General, September 22, 1941.

## ATTENDANCE OFFICERS; COMPULSORY ATTENDANCE LAW

*Reply to Inquiry:* In your letter of September 22, you inquire if a county superintendent of schools may act as an attendance officer.

C. S. 5759 provides that the county board of education in a county administrative unit and the board of trustees in a city administrative unit may employ special attendance officers, to be paid from funds derived from fines, forfeitures and penalties, or other local funds, and said officers shall have full authority to prosecute for violations of the compulsory attendance law; and in any school unit where a special attendance officer is employed, the duties of the chief attendance officer or directional officer, in so far as they relate to such unit, are required to be transferred from the county superintendent of public welfare to the special attendance officer so employed.

You will find in C. S. 5761 that the county superintendent of public welfare or the chief school attendance officer or directional officer is required to investigate and prosecute all violations of the compulsory attendance law. Under this section you will also find that the reports of unlawful absence required to be made by teachers and principals to the chief attendance officer, shall, in his hands in case of prosecution, constitute prima facie evidence of a violation of the law in this regard and the burden of proof shall be upon the defendant to show the lawful attendance of any child upon any authorized school.

The only duty placed upon the teachers, principals and county superintendents of public instruction is to enforce the compulsory school law in accordance with the rules and regulations adopted by the State Board of Education, such rules and regulations being authorized by C. S. 5759. Apparently, under this latter section, this duty is to report truancy or lack of attendance to the chief directional officer who may be the superintendent of county welfare or the attendance officer authorized by the law above referred to.

I do not think that the statute contemplates the county superintendent acting as the chief attendance officer, and, therefore, it is unnecessary that I answer your second question as to any personal liability which a county superintendent might have in cases where a person is indicted under the Act.—Attorney General, September 24, 1941.

\*The word "amount" in the last line of Subsection 2 above appears in Consolidated Statutes, Section 2687 as "account."



## School Paper Notes

The receipt of the following school papers are acknowledged:

*Franklin Hi-Life*, Franklin High School, Mt. Airy

*Cheerful Children*, Orthopedic Hospital School, Gastonia

*The Pointer*, Stony Point School, Stony Point

*The Tiger*, Coates High School, Seaboard

*Sumnette*, Sumner High School, Greensboro

*Creek Pebbles*, Campbell College, Buies Creek

*Hiddenite Gem*, Hiddenite High School, Hiddenite

*Art Hi-Lights*, Cannon High School, Kannapolis

*Spencer Hi Life*, Spencer High School, Spencer

*The Full Moon*, Albemarle High School, Albemarle

*Junior Hi-Lights*, Central Jr. High School, Durham

*Leggett Hi-Lites*, Leggett School, Tarboro

*The Hub*, Altamahaw-Ossipee School, Elon College

*The Lion's Roar*, N. Wilkesboro High School, North Wilkesboro

*The Young Avery Citizen*, Avery County Schools, Newland

*The Philadelphian*, Philadelphus School, Red Springs

*The Ki-Hi*, Grainger High School, Kinston

*Hill Echo*, Mars Hill School, Cole-  
rain

*Freshman Review*, Lexington High School, Lexington

The last-named two publications are newcomers to the field of school journalism. *Hill Echo* is a 4-page printed paper in make-up similar to a newspaper. The main article has a 4-column, the paper width, headline spread across the front page, and other articles have two and one column headlines. The first page arrangement is good. The appearance of the second page could have been improved if the "Class Reports and News" article had begun at the top of the second two columns instead of below the editorial column. There are a good many advertisements, the arrangement of which could have been improved by keeping them in a step-fornation at the right and bottom of the pages. We consider the type of column entitled "Henry Talks" as least desirable for a school paper. A few "Jokes" are all right as fillers, but we wouldn't give them much space, especially since it is limited. The article entitled "A Challenge" is good, but it rightly belongs on the editorial page. By the way, it should be definitely decided whether "The" is a part of the name, and its use or not in connection with that name wherever it appears should be consistent.

*Freshman Review* is a 3-page paper issued by the duplicated process. As its name indicates this paper is issued by the Freshman Class of the Lexington High School. Ordinarily we do not approve of a particular class or group trying to get out a paper, but as a journalism

## QUIZ ANSWERS

1. The missionaries.
2. Charles Griffin.
3. 1706. In Pasquotank precinct.
4. In Edenton. In 1745.
5. In 1754. 6,000 pounds.
6. For building forts and other expenses of the French and Indian wars, and for building Governor Tryon's residence at New Bern.
7. At New Bern.
8. In 1766, at New Bern—by the free admission of poor children.
9. In 1766, at New Bern—by the donation of land by the General Assembly for a public school.
10. Charlotte, January 15, 1771, Queen's College.
11. No, it was disapproved by the King's counsel because in his opinion it was evident "from the Prevalency of the Presbyterian persuasion within the county of Mecklenburg—the college—will operate as a seminary for the education and instruction of youth in the principles of the Presbyterian church."
12. Liberty Hall succeeded the Mecklenburg Seminary, which had operated after refusal by the King without a charter or any legal form of existence. April, 1777.
13. "In the opinion of all the early governors the perpetuation of the liberty won by the blood of the fathers in the great Revolution could be made certain only by a general diffusion of learning and science."
14. Benjamin Williams (1799-1802); James Turner (1802-05); Nathaniel Alexander (1805-07); Benjamin Williams (1807-08); David Stone (1808-10); Benjamin Smith (1810-11); William Hawkins (1811-14); and William Miller (1814-1817).
15. In 1815, during the administration of Governor Miller.
16. Committee on "Seminaries and Learning."
17. Archibald D. Murphy.
18. Because it was upon his motion as senator from Orange that a joint committee was appointed to report on a plan of public instruction, and largely through his efforts as chairman of the committee that a plan was presented and agitation begun for the public school system.
19. Certain funds, set aside by the General Assembly of 1825 for the establishment of common schools.
20. January 8, 1839.
21. It made provision for the people in the counties to vote for or against a tax for schools.
22. Yes, for every \$1 raised by taxation, \$2 was furnished from the Literary Fund.
23. Yes.
24. Loaned to counties at 4 per cent for erecting and repairing schoolhouses.

project we believe an activity like this offers many opportunities for improving the students' written expression. Who knows, *Freshman Review* may be the beginning of some great editor whose opinions will be a force in the future life of the State!

## Press Clippings

**Cherokee County.** Several Cherokee county schools have begun participation in an audio-visual program provided for Western North Carolina schools by the guidance clinic of Western Carolina Teachers College.

**Greensboro.** The vocational department of Greensboro city schools will begin the adult night school program at 7 p. m. Tuesday (Oct. 7), it was recently announced.

**Charlotte.** In the Charlotte city schools during the year 1940-41 particular emphasis has been placed on "patriotism and the American way of life," Supt. Harry P. Harding has just informed the City School Board in his 28th annual report.

**Burlington.** Under the supervision of C. A. Barnes, vocational coordinator for the public schools of this city, an extensive program in adult education will be launched next week. (Oct. 6).

**Durham County.** Regular classes in the county' adult education program began yesterday (Sept. 30) with an enrollment of 240.

**Martin County.** Five members of the senior class of East Carolina Teachers College reported to the Williamston High School yesterday morning where they will engage in observation and practice teaching until December 19th when the fall quarter ends at the Greenville institution.

**Lenoir.** Approximately 80 teachers in the city schools attended the annual get-together held at the community house Tuesday night, with supper being prepared by a committee of teachers headed by Miss Vinette Barton, home economics teacher.

**Kannapolis.** The classes of adults who are taking typing and short-hand during "after-school" hours at Cannon High School have been filled to capacity, according to Miss Ruth McKeithan and Miss Reid, teachers of the classes.

**Caldwell County.** Grandmother and granddaughter are to teach in the same school in Caldwell County, C. M. Abernathy, County Superintendent of Schools, revealed this morning (Sept. 29).

**Burlington.** Under the supervision of Charles A. Burns, Co-ordinator of the diversified occupations program, and Miss Virginia Cahoon, Co-ordinator of the diversified educational program, industrial education is being gradually expanded at Burlington High School.

**Raleigh.** Budding journalists from Needham Broughton High School paid a visit to THE TIMES Thursday morning (Oct. 2) to inspect a newspaper in preparation.

**Edenton.** John A. Holmes, city superintendent here since 1923, today (Oct. 4) announced his candidacy for the vice-presidency of the North Carolina Education Association.



DEC 4 1941

THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

p 370.5  
NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN

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December  
1941

Volume VI  
Number 4



## In This Issue

	PAGE
Superintendent's Letter .....	2
Calendar of Events .....	2
Cover Picture .....	2
Editorial Comment—	
Multiple Control and Distribution of Supplies .....	3
Child Safety Education .....	3
Patriotism and Singing .....	3
Ethics Among Superintendents .....	3
Notes and Announcements—	
Industrial Arts Bulletin Issued .....	4
Elizabeth City College Student Wins Essay Prize .....	4
NYA School Work Council Holds First Meeting .....	4
The Angel's Story (box) .....	4
Tuberculosis Association Sponsors School Paper Contest .....	4
Aliens to be Offered Citizenship Instruction .....	4
Southern States Work Conference Issues Bulletins .....	5
Admission to School Events Subject to Federal Tax .....	5
A Call to Action (box) .....	5
APA To Hold 1942 Congress in Asheville .....	5
W. R. Mills Dies .....	5
Twelve-Year Program Study Reports Progress .....	5
State School Facts—	
State Eight Months School Fund—1.....	6-7
Notes and Announcements, Continued—	
Paper Stock Bottleneck Causes Delay in Printing Cumulative Record Folders. ....	8
Lincolnton Votes Ninth Month .....	8
New Directory Comes from Press .....	8
Code of Ethics for School Administrators .....	8
Greensboro Schools Broadcast N. C. History .....	9
Teachers Announce Southeastern Conference .....	9
100 Years Ago (box) .....	9
Bird Book to Appear in January.....	9
Tar Heel History—	
Raleigh's Experimental Railroad, 1833 .....	10
From the Office—	
Funds for Holding Public Forums Made Available .....	10
Education Quiz .....	11
Laws, Rulings and Opinions—	
Teachers; Notice of Resignation .....	11
Authority of Board of Education of County to Designate Schools for Children to Attend .....	11
Conduct of Pupils; Discipline .....	11
School Paper Notes .....	12
Quiz Answers .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

December 1, 1941

To Superintendents, Principals and Teachers:

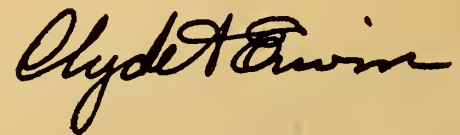
I am writing this letter to say how delighted I am with the way in which the schools have been functioning this fall. Each of you has operated in a splendid way in the many activities in which the schools have been engaged during this time of national emergency. Numbers of boys have been trained in specific jobs for industries engaged in national defense work. Many girls have been instructed in consumer and health education not only as an essential of national defense, but also as a necessary asset of better living.

As a means of developing a proper understanding of pressing public issues, forums have been conducted in many places throughout the State. I commend this democratic method of strengthening the morale of our people to a greater degree, and I wish to urge the educators of this State to take a leading part in such discussions. Let us as superintendents, principals and teachers help preserve our democratic way of life not only by "hoeing our own row" on our specific job, but also by taking an active part in those activities that help preserve freedom of action for educational purposes.

Before another message comes to you through this channel, we shall be in a new year. I hope, therefore, that each of you will enjoy the Christmas holidays, and that the new year will bring you both enjoyment and many rich experiences.

For better schools for North Carolina boys and girls, I am

Very truly yours,



State Superintendent of Public Instruction

### Calendar of Events

- 9—Joel Chandler Harris's birthday.
- 12—National Capitol Day
- 17—John Greenleaf Whittier's birthday.
- 21—First day of winter.
- 25—Christmas.
- 28—Woodrow Wilson's birthday.

### Cover Picture

This is a picture of a corner of the Commercial Department room of the Pittsboro High School, Chatham County. This Department was started last year with 15 outside and 20 regular students. This year there are 37 regular and 14 outside students taking this course.

The aim of the Department is to give boys and girls a foundation on which to continue their education rather than to prepare them for an immediate job. Most of last year's regular students are now in college.



# North Carolina Public School Bulletin

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L. H. JOBE, *Director Division of Publications, Editor*

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All material herein is released to the press upon receipt.

## Editorial Comment

### MULTIPLE CONTROL AND THE DISTRIBUTION OF SUPPLIES

Due to the fact that there are several agencies clothed with authority in the operation of the public schools, much confusion arises in the distribution of printed forms and in making reports to the several State agencies. From the requests made for necessary printed forms, it appears that many of the local superintendents themselves do not know which office to write to for specific forms.

The greatest confusion is observed between forms issued by the State School Commission and the Department of Public Instruction. All State voucher forms, voucher registers, and transportation reports of various kinds are furnished under the law by the first-named State agency, whereas all county and district voucher forms, account sheets, registers, statistical reports, and forms of other kinds used in the administration of the public schools are provided by the State Department.

Most of the mix-up comes in the forms having to do with the financial aspect of operating the schools and is due largely to the fact that legal authority in this field is divided as between the two agencies. Then, too, some superintendents or the clerks in their offices have not clearly learned the sources from which the several forms used may be obtained. Although requests coming to the wrong State agency are always referred to the attention of the proper agency, it would increase the efficiency of "supply distribution" materially if the requests were directed to the proper State

agency in the first instance. Perhaps this matter will be clarified, if the proposed amendment to the Constitution making provision for one administrative State agency—the State Board of Education—is voted upon favorably next year.

### CHILD SAFETY EDUCATION

The proclamation by the President of the United States, printed elsewhere in this BULLETIN, calls upon the National Safety Council and every citizen of this nation to enlist in a campaign against accidents. An Emergency Safety Conference, called by the National Safety Council, has adopted recommendations to be followed in helping reduce the accident record. The recommendations with reference to "Child Safety Education" should be of special interest to educators.

Although space does not permit the reproduction of these recommendations in full, we are giving in this space in abbreviated form a list of problems which in the judgment of the committee now merit special emphasis. We hope that you will read each one carefully, and wherever possible that you will, as administrators, principals and teachers, make effective both the instruction and the practice in the areas named. The list follows:

1. Safety program for vocational and agricultural schools should be expanded.

2. Safety instructional and activity programs should be intensified.

3. Communities which have mushroomed around defense industries and military camps should be surveyed to determine special safety needs of pupils.

4. Frequent and careful inspections of school buildings should be made to prevent damage from progressing to the point where it will be beyond repair.

5. Efforts to safeguard all children being transported to school by bus should be intensified.

6. Community play space should be increased and trained supervisors provided for all school and community playgrounds.

7. Traffic protection for children should be strengthened through the assignment of adults to traffic control, the expansion of standard school safety patrols, and by other means.

8. The school, realizing that the emergency has thrown new responsibilities for homemaking on the youthful members of the family, should provide increased safety training in homemaking, consumer education in safety and related subjects.

9. Health education programs in schools should be strengthened in order to assist children to meet emergencies successfully. Complete physical examinations should be given prior to enrollment for school and repeated at the junior and senior high school levels. Remedial defects should be correct-

ed promptly following each examination.

### PATRIOTISM AND SINGING

During times of a national crisis more thought and attention is given to the question of patriotism than at any other time. Singing of patriotic songs is one form of expression during such times. The singing of the national anthem—The Star Spangled Banner—is and should be sung more often than any other song. It is perhaps more meaningful than at any other time, and should be sung in both public and private groups by both children and grown-ups. It is not enough simply to listen to others sing this particular song. All should join in with spirit and appreciation when this song is announced for singing. This is an opportunity for the patriotic cooperation of all. If you do not know the words, learn them. Learn under what circumstances they were written. And let the singing of our anthem help build up our own morale and the morale of those engaged in the defense activities of our nation. As the flag is a symbol of our national unity, just so can the singing of the national anthem be an expression of the strength of that unity.

### ETHICS AMONG SUPERINTENDENTS

The other day we heard two superintendents talking about the employment of a teacher who was already under contract and actually teaching in another administrative unit. The question discussed concerned whether it was legal and ethical for superintendents to offer work to a teacher already under contract for the year. Several angles of the question were discussed with one superintendent holding the view that where an offer of a position providing for promotion (in salary) is made that the superintendent should release such teacher from her signed contract. He also seemed to think that it was the duty of that teacher to present the matter to her superintendent for his decision. The other superintendent thought that once a teacher signed a contract to teach in a unit, that she should fulfil it by not attempting to resign.

Under our section "Laws, Rulings, and opinions" is an opinion by the Attorney General in which he interprets the law to say that a teacher may not resign unless she gives thirty days notice prior to the opening of schools. If this provision of the law is not complied with the teacher's certificate may be revoked for one year.

Elsewhere in this BULLETIN we are also presenting a "Code of Ethics for School Administrators." Sections IV (d), V, and VII relate to the question of teacher employment, but the entire code is worthy of careful reading by teachers, principals, and superintendents.



# Notes and Announcements

## INDUSTRIAL ARTS BULLETIN ISSUED

"Industrial Arts Opportunities in North Carolina" is the title of a 36-page bulletin recently issued by the Industrial Arts faculty of State College. "This bulletin," according to T. E. Browne, Director of the Division of Teacher Education at State College, "is designed to give to the lay public, school board members, principals, and superintendents, as well as high school teachers and guidance counselors, some insight into the opportunities which exist in this area of education. It is also addressed to high school students who may be interested in the teaching opportunities which are now developing in Industrial Arts in the public schools of North Carolina."

"The purpose of this bulletin" as set forth in its Introduction, "is to describe some of the more recent tendencies in Industrial Arts as an integral part of general education."

Persons interested in receiving a copy of the bulletin should write to the Division of Teacher Training, N. C. State College of Agriculture and Engineering, Raleigh, N. C.

## ELIZABETH CITY COLLEGE STUDENT WINS ESSAY PRIZE

A \$10 check has been sent Miss Rizpah Jones, a student at Elizabeth City State Teachers College, as her award for winning a special prize in the annual college Negro essay contest sponsored each spring by the National Tuberculosis Association and the North Carolina Tuberculosis Association.

Last spring a total of 1,034 pupils entered the high school contest and 112 students entered the college contest in North Carolina. These papers were judged in a State-wide contest and the winners' essays were sent to New York to be judged in the nation-wide contest. A student from Nashville, Tennessee, won the national award in the college contest and a boy from Marietta, Ohio, won first place nationally in the high school group.

Besides the \$10 check for Miss Jones, the library at Elizabeth City State Teachers College has received a copy of Dr. Philip Jacob's book "The Control of Tuberculosis in the United States" and Mrs. Edna H. Mitchell, Miss Jones' teacher, has been sent a certificate.

## NYA SCHOOL WORK COUNCIL HOLDS FIRST MEETING

The first meeting of the NYA School Work Council for the school year 1941-42 was held in State Administrator John Lang's office on Tuesday, October 7, 1941. This Council, composed of outstanding

school officials in the State, enters its second year of service in advising and counseling the National Youth Administration officials in administering this program in North Carolina. A new group, the College Work Council, which will perform a similar service as the School Work Council in the fifty-five colleges of the State, also held its first meeting at this time.

Administrator Lang in explaining the work of the two councils said: "The State NYA Office feels a very keen responsibility in the administration of these funds and needs the advice of the two councils on how to administer this assistance most effectively". A movie, "NYA Goes to College" was shown. C. W. Phillips of Woman's College, Chairman of the New College Council, made a few statements concerning the proposed work of this group. N. C. Larabee, State Director, Division of Student work, outlined general plans for the year. A brief inspection through the Student Work Offices followed.

Members of the School Work Council for the school year are: R. S. Proctor, Chairman, Mocksville; Miss Julia Groves, Salisbury; Dr. J. Henry Highsmith, State Department of Public Instruction; A. B. Combs, State Department; J. A. Tarpley, Greensboro; A. E. Manley, State Department; K. G. Phillips, Gastonia; and Dr. Clyde A. Erwin, State Superintendent, Ex-officio member.

The College Work Council is composed of five members: C. W. Phillips, Chairman, Woman's Col-

## THE ANGEL'S STORY

*By Adelaide Anne Proctor*

Through the blue and frosty heavens  
Christmas stars were shining bright;  
Glistening lamps throughout the city  
Almost matched their gleaming light;  
While the winter snow was lying,  
And the winter winds were sighing,  
Long ago, one Christmas night.

While from every tower and steeple  
Pealing bells were sounding clear,  
(Never were such tones of gladness  
Save when Christmas time is near),  
Many a one that night was merry  
Who had toiled through all the year.

That night saw old wrongs forgiven,  
Friends, long parted, reconciled;  
Voices all unused to laughter,  
Mournful eyes that rarely smiled  
Trembling hearts that feared the morrow,  
From their anxious thought beguiled.

Rich and poor felt love and blessing  
From the gracious season fall;  
Joy and plenty in the cottage,  
Peace and feasting in the hall;  
And the voices of the children  
Ringing clear above it all!

lege; J. E. Hillman, State Department of Public Instruction; Mrs. Ivy Swank, Greensboro College; Dr. Alfonso Elder, N. C. College for Negroes; and Dr. B. G. Childs, Duke University.

## TUBERCULOSIS ASSOCIATION SPONSORS SCHOOL PAPER CONTEST

The North Carolina Tuberculosis Association is again inviting all elementary and high school newspapers to take part in the school newspaper contest sponsored jointly by the Columbia Scholastic Press Association and the National Tuberculosis Association.

The contest is based around news stories, feature stories, and editorials appearing in the school paper on the role the Christmas Seal plays in the prevention and control of tuberculosis. The awards are in the form of certificates of honor presented by the National Tuberculosis Association and the Columbia Scholastic Press Association and are given for those stories deemed by the judges to show originality, an intelligent grasp of the subject, accuracy as to details, and an appreciation of the role the school can play in the prevention of tuberculosis.

It is important to submit the entire paper and include the name of the writer. Printed, mimeographed, or handwritten papers are all satisfactory. To be eligible for this contest a school does not have to be a member of the Columbia Scholastic Press Association.

The newspapers are due in the hands of the local tuberculosis chairman not later than January 5, 1942, and in the hands of the North Carolina Tuberculosis Association not later than January 25, 1942.

For additional information on this contest please contact your local tuberculosis chairman or the North Carolina Tuberculosis Association, Box 452, Winston-Salem, North Carolina.

## ALIENS TO BE OFFERED CITIZENSHIP INSTRUCTION

Through a WPA Project sponsored by the Immigration and Naturalization Service of the U. S. Department of Justice, North Carolina is joining in a National Citizenship Education Program designed to prepare aliens for citizenship duties and responsibilities. The recent registration of aliens revealed that there are over 5,000,000 adults in the United States who are not citizens of this country. As a result of this discovery, a \$14,000,000 appropriation from the federal government has been allocated to WPA to be used in organizing classes of foreign-born and providing the instruction prerequisite to citizenship in this country. From this appropriation North Carolina is to re-



ceive about \$25,000 for the employment of thirty teachers, who will devote full-time to this Americanization scheme. These teachers will work under the joint supervision of both the WPA and State-Aid Adult Education Programs. There are about 5000 aliens in this State.

## SOUTHERN STATES WORK CONFERENCE ISSUES BULLETINS

Six bulletins issued as a result of the Southern States Work Conference held at Daytona Beach, Florida, in June have recently come from the press. The titles of the six bulletins, the result of the work of six large committees composed of representatives from the Departments of Education and State Education Associations of 14 Southern States, are as follows:

1. State and Local Financing of Schools
2. School Transportation
3. School Supply Management
4. School Standards
5. Administration of State Curriculum Programs
6. Negro Education

The purpose of the Conference was to consider school administrative problems as they affect the states represented. The States represented at the Conference were: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. North Carolina was represented at this conference by G. H. Ferguson, A. B. Combs, and H. A. Perry of the State Department of Public Instruction.

Superintendents, principals, and others interested in the problems discussed may obtain copies of these bulletins from Dr. Edgar L. Morphet, Executive Secretary, Southern States Work Conference, Tallahassee, Florida. Single copies are 25 cents; discounts are allowed on large orders. Plans are being made for providing single copies to county and city superintendents without cost.

## ADMISSION TO SCHOOL EVENTS SUBJECT TO FEDERAL TAX

Effective on and after October 1, 1941, a tax of one cent is to be collected on each ten cents or fraction thereof of the amount paid for admission to any place, including admission by season ticket or subscription. The tax is to be collected from the person paying for admission and is to be collected by the person charging admission as heretofore in cases where the proceeds inured to the benefit of educational, religious, or charitable organizations.

The tax is to be computed on the established price for admission and

## A CALL TO ACTION

*By the President  
of the United States of America*

### A PROCLAMATION

The Nation is confronted with a rapidly rising accident toll. At the present rate, the total number of deaths from accidents this year will exceed 100,000. Traffic accidents alone caused 34,500 deaths in 1940, and thus far in the present year there has been an increase of seventeen per cent in traffic fatalities.

By taking a huge toll in life and property, accidents definitely hinder our national defense effort. To insure maximum efficiency we must have maximum safety twenty-four hours a day—not only at work, but also on the highway, at home, everywhere.

The troubled times in which we live must not make us callous or indifferent to human suffering. These unusual times require unusual safety efforts.

NOW, THEREFORE, I, FRANKLIN D. ROOSEVELT, President of the United States of America, do hereby call upon the officers and directors of the National Safety Council to mobilize its nation-wide resources in leading a concerted and intensified campaign against accidents, and do call upon every citizen, in public or private capacity, to enlist in this campaign and do his part in preventing wastage of human and material resources of the Nation through accidents.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of the United States of America to be affixed.

DONE at the City of Washington this 18th day of August in the year of our Lord nineteen hundred and forty-one, and of the Independence of the United States of America the one hundred and sixty-sixth.

(Signed) Franklin D. Roosevelt

(Seal)

By the President:

(Signed) Cordell Hull  
Secretary of State.

persons admitted free or at reduced rates would pay the tax due on the established price for the same or similar accommodation. Exception, however, is made in the case of bona fide employees, municipal officers on official business, children under twelve years of age, members of the military or naval forces of the United States when in uniform, and members of the Civilian Conservation Corps when in uniform. The tax on charges for admission to such person will be computed on the price actually charged and not on the established price, except in the case of children under twelve years of age admitted free or for less than ten cents. No tax is to be collected on charges for admission to children under twelve years of age when the charge is less than ten cents.

Tickets or cards of admission must be used to evidence all taxable admissions and such tickets or cards must be serially numbered or dated, and must show the place to which admission is charged, the

established price, Federal tax, and total charge. Exception to this requirement is made in the case of persons or organizations charging for admission irregularly and occasionally and not more than six times a year; however, a correct record must be kept showing all information necessary to enable revenue officers to determine the amount of tax due.

Return of the tax on Form 729 and payment is to be made to the Collector of Internal Revenue, Greensboro, N. C. on or before the last day of the month immediately following that in which the tax is collected. Form 729 can be obtained from the Collector.

## W. R. MILLS DIES

W. R. Mills, superintendent of the Franklin County administrative unit for the past six years, died suddenly on November 17.

Mr. Mills succeeded the late E. L. Best as Superintendent of the Franklin County Schools, when the latter resigned in 1935 to become superintendent of the Mecklenburg County unit. Before becoming county superintendent, Mr. Mills was principal of the Louisburg High School, which now bears his name, for thirty years. He was principal of the Henderson High School for four years prior to his election as principal of the Louisburg school, and for six years he taught in one-teacher schools in Franklin County, Virginia.

He received his education from the Piedmont Normal College, Rockymount, Va., an institution now extinct, and at various summer schools including Teachers College, Columbia University.

## APA TO HOLD 1942 CONGRESS IN ASHEVILLE

The American Prison Association, at the invitation of Governor Broughton, will hold its 72nd Congress of Correction October 19-23, 1942, in Asheville. This organization is interested not only in prisons, but in crime prevention, juvenile delinquency, and the agencies of parole and probation. In view of the fact that many leading educators of this county are members of this association and that distinguished authorities from various universities frequently participate in the discussions, it is felt by State Superintendent Erwin that county and city superintendents throughout the State will find the sessions of the Asheville Congress both interesting and informative. He has suggested, therefore, that all North Carolina educators who can do so make plans to attend this conference.

(Continued on page 8)



# STATE SCHOOL FACTS

## STATE EIGHT MONTHS SCHOOL FUND-I

The General Assembly of 1933 made provision for the operation of the public schools of the State for an eight months term. The major portion of the cost of this operation was to be borne by State funds from annual appropriations from the General Fund. (See *Public School Bulletin* or *State School Facts* for October, 1941.)

Since the adoption of this policy of school support, the following amounts of the appropriations made have been actually expended in the county and city administrative units:

YEAR	EXPENDITURES
1933-34	\$15,606,650.75
1934-35	16,621,011.83
1935-36	20,160,048.42
1936-37	21,343,361.02
1937-38	24,342,874.58
1938-39	24,828,018.84
1939-40	25,861,278.24
1940-41	26,902,224.91

The table below shows the objects and items for which these expenditures were made during the past five years. As will be observed expenditures from State funds are made for items classified under five objects of current expense: (1) General control, (2) instructional service, (3) operation of plant, (4) fixed charges, and (5) auxiliary agencies.

School expenditures are classified by law under eight main objects, a sixth under current expense (6) maintenance of plant, and (7) capital outlay and (8) debt service. State funds are appropriated for the items named in the table below, including audit of school funds, which is now considered an item of State administration, and health

for which no allotment has been made. All other school expenditures, for objects (6), (7) and (8) plus the whole of expenditures for rents, insurance and retirement (paid by the unit) under fixed charges and the amounts supplementing the State program, come from other State funds, Federal funds and local funds—county, city, or district.

For 1938-39 these other funds were as follows:

I. Current Expense—	
Federal funds — Vocation-	
al education .....	\$ 593,535.15
State funds — Vocational	
education .....	180,021.26
State funds—Textbooks &	
adult education .....	340,666.53
Philanthropic agencies ..	8,181.32
County property taxes ..	1,602,686.36
District property taxes,	
largely city .....	1,414,466.15
Miscellaneous funds .....	1,843,703.42

Total other current	
expense funds .....	\$ 5,983,260.19
2. Capital outlay .....	4,590,351.14
3. Debt service .....	6,916,194.25

Total .....

Adding to this the expenditure from the State Eight Months School Fund, \$24,828,018.84, a total of \$42,317,824.42 is obtained as the expenditure from all sources. The State Eight Months School Fund represents 58.7 per cent of this total. Considering current expense only, \$30,811,279.02, the State Eight Months School Fund is 80.6 per cent of the cost of operating the public schools for the terms that were operated during the year 1938-39.

### THE TABLE

1. *General Control.* This object of school expenditure, as the items listed indicate, covers the local administration of the operation of the eight months school term. As the percentage figures for the several years show, this administrative cost has remained fairly constant. In 1936-37 the proportion of this object to the total was 2.69 per cent. The following year, 1937-38, it dropped to 2.58, and in 1938-39 to 2.54, but the last two years show a slight increase. Please observe the footnote on the division as to race.

2. *Instructional Service.* The largest part of each school dollar expended from the State Eight Months School Fund was for the salaries of teachers and principals. This proportion of approximately 83 per cent has been constant for the five years considered in the table. An analysis of the object of instructional service as to items, however, will reveal the fact that the percentages for all Negro teachers and principals and white high school teachers show an increasing trend, whereas a decreasing trend is noted for the percentage of funds paid white elementary teachers. These trends are explained by the fact that elementary enrollments tend to remain static, whereas high school enrollments are on the increase. Then, too, in the case of Negro teachers and principals, there has been a more rapid rise during this particular period in their scholastic training, and more recently a decided increase in salaries.

3. *Operation of Plant.* Approximately five cents of each dollar, of the State Eight Months School Fund is spent for "operation of plant" items. The proportion of total funds expended for this object has varied very little during

the five years considered. A slight rise is noted, however, for 1940-41, this rise being due as indicated to either an increase in fuel needs or costs, or both.

4. *Fixed Charges.* The State makes provision only for the compensation of school employees and for reimbursement for injuries of school children. Rents, insurance, and retirement are paid from other funds as indicated above. Consequently, the proportion of the State Eight Months School Fund expended for the object has been very small at all times.

5. *Auxiliary Agencies.* This object, which includes the operation of the State's public school transportation system as the biggest item, has varied as to proportion of the total more than any other object. This is due largely to the fact that the expenditures for major replacements has varied from year to year. Then, too, transportation operating costs have not been quite as constant as other school costs.

The expenditure for libraries after 1936-37 has been fairly constant. A decrease in the proportion of the total expenditure from this State Fund is noted, however.

*Summary.* The total expenditure has increased as the State appropriation has increased. There appears to be a trend for the proportion of funds for the Negro race to increase, and vice versa a decrease in the proportion of total funds available expended for the benefit of the white race.

The "reconciliation" line is given simply for the purpose of reconciling the figures presented here with those presented in November number of this publication.



OBJECTS AND ITEMS		1936-37		1937-38		1938-39		1939-40		1940-41	
		Cost	Per Cent	Cost	Per Cent	Cost	Per Cent	Cost	Per Cent	Cost	Per Cent
1. General Control—											
Salaries of superintendents.....	White	\$ 379,114.93	1.78	\$ 415,721.23	1.71	\$ 417,236.45	1.68	\$ 445,016.86	1.72	\$ 475,982.88	1.77
Travel of superintendents.....	Negro	37,593.85	.17	38,863.10	.16	39,126.55	.16	39,788.57	.15	37,854.25	.15
Salaries of clerical assistants.....	White	109,687.29	.51	120,828.07	.50	121,231.95	.49	125,075.00	.48	124,999.95	.46
Office expense.....	Negro	38,316.37	.18	42,451.59	.17	42,240.75	.17	43,788.01	.16	42,816.64	.16
County Bd.: Per diem, travel.....	White	9,870.52	.05	9,958.25	.04	9,971.07	.04	9,992.55	.04	9,958.62	.04
Total.....		\$ 574,582.96	2.69	\$ 627,822.24	2.58	\$ 629,806.77	2.54	\$ 663,660.99	2.56	\$ 693,612.34	2.58
Whites.....		399,335.16	1.87	436,964.28	1.80	437,715.21	1.76	461,908.05	1.79	482,407.38	1.79
Negroes.....		175,247.80	.82	190,857.96	.78	192,091.06	.78	201,752.94	.77	211,204.96	.79
2. Instructional Service—											
Salaries: Elem. teachers.....	White	\$ 9,573,759.50	44.86	\$10,587,884.66	43.50	\$10,768,055.08	43.37	\$11,072,160.85	42.81	\$11,189,481.12	41.59
Salaries: Elem. teachers.....	Negro	3,123,328.09	14.63	3,508,599.02	14.41	3,680,385.74	14.82	3,935,790.36	15.22	4,231,862.55	15.73
Salaries: H. S. teachers.....	White	3,022,227.08	14.16	3,479,207.18	14.29	3,656,697.68	14.73	3,875,913.23	14.99	4,048,052.32	15.05
Salaries: H. S. teachers.....	Negro	486,850.12	2.28	579,777.32	2.38	622,010.04	2.51	696,756.95	2.69	813,933.45	3.02
Salaries principals: Elem.....	White	323,259.78	1.51	425,665.25	1.75	453,341.20	1.79	462,667.00	1.79	477,240.35	1.77
Salaries principals: Elem.....	Negro	76,611.00	.36	88,387.60	.36	93,592.70	.38	99,669.80	.39	103,783.29	.39
Salaries principals: H. S.....	White	1,038,718.58	4.87	1,144,131.17	4.70	1,164,194.62	4.69	1,183,869.00	4.58	1,190,998.25	4.43
Salaries principals: H. S.....	Negro	154,846.60	.73	180,886.60	.74	195,414.98	.79	207,424.14	.80	220,170.30	.82
Sub-total Salaries.....		\$17,799,600.75	83.40	\$19,994,538.80	82.13	\$20,633,692.04	83.12	\$21,534,251.33	83.27	\$22,275,521.63	82.80
Instructional supplies.....	White	47,174.92	.22	61,025.72	.25	60,167.89	.24	58,978.88	.23	60,301.12	.22
Instructional supplies.....	Negro	5,955.32	.03	8,660.82	.04	10,565.96	.04	13,030.19	.05	11,927.69	.05
Total.....		\$17,852,730.99	83.65	\$20,064,225.34	82.42	\$20,704,425.59	83.40	\$21,606,260.40	83.55	\$22,347,750.44	83.07
Whites.....		14,005,139.86	65.62	15,697,913.98	64.49	16,102,456.47	64.86	16,653,588.96	64.40	16,966,073.16	63.06
Negroes.....		3,847,591.13	18.03	4,366,311.36	17.93	4,601,969.42	18.54	4,952,671.44	19.15	5,381,677.28	20.01
3. Operation of Plant—											
Wages of janitors.....	White	\$ 386,047.88	1.81	\$ 428,296.20	1.76	\$ 427,325.48	1.72	\$ 433,402.06	1.68	\$ 435,425.79	1.62
Wages of janitors.....	Negro	44,274.25	.21	50,491.12	.21	53,995.74	.22	54,455.11	.21	58,482.36	.22
Fuel (Coal and wood).....	White	351,850.56	1.65	406,225.27	1.67	414,205.74	1.74	450,542.19	1.74	488,247.24	1.81
Fuel (Coal and wood).....	Negro	75,881.32	.36	81,612.24	.33	97,798.45	.39	108,038.70	.42	123,168.34	.46
Water, light, power.....	White	97,003.84	.45	106,788.39	.44	112,373.58	.45	111,893.93	.43	117,000.85	.43
Water, light, power.....	Negro	12,067.30	.06	13,151.98	.05	15,097.48	.07	16,789.27	.06	18,576.63	.07
Janitors' supplies.....	White	41,038.15	.19	43,185.16	.18	41,276.52	.17	41,182.12	.16	43,195.68	.16
Janitors' supplies.....	Negro	7,372.44	.03	8,888.74	.03	8,888.74	.03	9,583.48	.04	10,485.40	.04
Telephones.....	White	11,230.20	.05	11,689.56	.05	12,104.32	.05	12,269.93	.05	12,550.83	.05
Telephones.....	Negro	769.93	.00	820.47	.00	899.80	.00	1,113.32	.00	1,201.61	.00
Total.....		\$ 1,027,555.87	4.81	\$ 1,148,933.56	4.72	\$ 1,183,965.85	4.77	\$ 1,239,270.11	4.79	\$ 1,308,334.73	4.86
Whites.....		887,170.63	4.15	996,184.58	4.10	1,007,285.64	4.06	1,049,290.23	4.06	1,096,420.39	4.07
Negroes.....		140,365.24	.66	152,748.98	.62	176,680.21	.71	189,979.88	.73	211,914.34	.79
4. Fixed Charges—											
Compensation of School employees.....	White	\$ 4,753.35	.02	\$ 8,148.76	.04	\$ 7,600.78	.03	\$ 7,067.21	.03	\$ 7,959.08	.03
Compensation of School employees.....	Negro	911.50	.00	401.44	.00	958.73	.00	1,380.06	.00	931.84	.00
Reimbursement for injury of school children.....	White	3,717.60	.02	3,210.76	.01	2,463.29	.01	1,553.38	.01	4,549.94	.02
Reimbursement for injury of school children.....	Negro	71.35	.00	234.25	.00	295.50	.00	249.50	.00	574.55	.00
Total.....		\$ 9,453.80	.04	\$ 11,995.21	.05	\$ 11,298.30	.04	\$ 10,250.15	.04	\$ 14,015.41	.05
Whites.....		8,470.95	.04	11,359.52	.05	10,064.07	.04	8,620.59	.04	12,509.02	.05
Negroes.....		982.85	.00	635.69	.00	1,234.23	.00	1,629.56	.00	1,506.39	.00
5. Auxiliary Agencies—											
Transportation operation.....	White	\$ 1,307,955.05	6.14	\$ 1,626,726.01	6.69	\$ 1,480,452.78	5.95	\$ 1,522,047.25	5.89	\$ 1,543,871.94	5.75
Transportation operation.....	Negro	104,256.76	.48	114,856.60	.46	160,517.40	.65	190,787.17	.73	199,100.28	.73
Major replacements.....	White	441,846.54	2.07	700,198.66	2.88	605,723.44	2.44	570,988.45	2.21	735,617.02	2.73
Major replacements.....	Negro	586.69	.00	1,387.50	.01	4,976.92	.02	10,510.01	.04	11,905.22	.05
Sub-total.....		\$ 1,854,645.04	8.69	\$ 2,443,168.77	10.04	\$ 2,251,620.54	9.06	\$ 2,294,332.88	8.87	\$ 2,490,494.46	9.26
Libraries.....	White	23,036.91	.11	41,187.53	.17	41,208.59	.16	40,573.77	.16	41,480.70	.15
Libraries.....	Negro	1,375.45	.01	5,541.93	.02	5,692.90	.02	6,929.94	.03	6,536.83	.03
Total.....		\$ 1,879,057.40	8.81	\$ 2,489,898.23	10.23	\$ 2,298,522.03	9.25	\$ 2,341,836.59	9.06	\$ 2,538,511.99	9.44
Whites.....		1,772,838.50	8.32	2,368,112.20	9.74	2,127,384.81	8.56	2,133,609.47	8.26	2,320,969.66	8.63
Negroes.....		106,218.90	.49	121,786.03	.49	171,137.22	.69	208,218.12	.80	217,542.33	.81
Total Current Expense.....		\$21,343,361.02	100.00	\$24,342,874.58	100.00	\$24,828,018.84	100.00	\$25,861,278.24	100.00	\$26,902,224.91	100.00
Whites.....		17,072,955.10	80.00	19,510,534.56	80.18	19,684,906.70	79.28	20,307,017.30	78.55	20,878,379.61	77.60
Negroes.....		4,270,405.92	20.00	4,832,340.02	19.82	5,143,112.14	20.72	5,554,251.94	21.45	6,023,845.30	22.40
Reconciliation.....		127,040.25	.00	1,197.00	.00	23,162.60	.09	15,447.03	.06	39,007.98	.15
Total State Aid.....		\$21,470,995.27	100.00	\$24,344,071.58	100.00	\$24,851,181.44	100.00	\$25,876,725.27	100.00	\$26,941,232.89	100.00

\*With figures shown in November edition: 1936-37 includes \$113,507.97 unallotted bus expense, \$5,988.45 other State aid, \$7,095.19 unexpended balance, and \$1,042.64 for adjustments; 1937-38 includes \$845.00 surety bond, \$300.00 workmen's compensation tax, and \$52.00 adjustment; For other years the total amounts given represent unexpended balances.

†Division as to race for this object made on basis of percentage of total enrollment; for all other objects the race divisions are based on actual expenditures.



## Notes and Announcements - Continued

### TWELVE-YEAR PROGRAM STUDY REPORTS PROGRESS

The Central Committee of the Twelve-Year Program Study recently appointed by Superintendent Erwin will meet on December 12-13 at 10:30 A. M. in the Assembly Room of the State Department, it was recently announced by J. Henry Highsmith, chairman of the committee. At this meeting, which will be the third held, reports of progress of the various sub-committees will be made.

During the month of November, the chairman of the committee, Dr. Highsmith, and the coordinator, Mr. Perry, held a series of conferences throughout the State with the superintendents concerning local problems and local study necessary before the twelfth year may be added effectively. Conferences were held at Charlotte, Asheville, Boone, Kinston, Wilmington, Fayetteville, Greensboro, Raleigh, Windsor, and Elizabeth City.

The sub-committees that will report at the next meeting of the Central Committee are as follows:

- I. Primary Level—Grades 1-3
- II. Intermediate Level—Grades 4-8
- III. Secondary Level—Grades 9-12

In addition to these committees on levels of instruction, the following committees in the various subject fields will make reports:

- I. *Language Arts*—reading, literature, language, spelling, handwriting, and foreign language.
- II. *Social Studies*—history, geography, problems of democracy, current affairs, and community life.
- III. *Mathematics*—arithmetic, general mathematics, business arithmetic, geometry, and algebra.
- IV. *Fine Arts*—art, music, dramatics, and crafts.
- V. *Vocations*—agriculture, home economics, trades and industries, diversified occupations, and business education.
- VI. *Science and Health*—elementary science, general science, biology, chemistry, and physics.

### PAPER STOCK BOTTLENECK CAUSES DELAY IN PRINTING CUMULATIVE RECORD FOLDERS

Due to the fact that paper stock used in printing the North Carolina Cumulative Record Folder could not be obtained prior to December 15, there will be some delay in printing a new supply of this form, it is announced by the Division of Publications of the State Department of Public Instruction. It will be around the first of next year before the new printing is available for distribution.

These folders are printed by the State Department and sold to the

local units, including three free copies of the "Manual of Directions for Using the Cumulative Record Folder" for each 100 folders purchased. Almost 380,000 folders have already been distributed; and the new supply, when distributed, will make over 500,000 of this form in use in this State. Several orders for this form have been received from other states.

### LINCOLNTON VOTES NINTH MONTH

By virtue of the school election held in the Lincolnton city administrative unit on November 4, that unit will have a ninth months' school term beginning with the 1942-43 year. It is also the plan of the administrative authorities of that unit to provide a twelfth grade.

This favorable vote of the Lincolnton unit brings the number of units that will definitely operate a ninth month next year to 59—46 city, 2 county, and 11 districts within county units. There is a possibility that this number will be increased since other units will vote between now and budget making time next May. As a matter of fact elections for a vote on the question of a ninth month are now pending in Thomasville and Elizabeth City.

### NEW DIRECTORY COMES FROM PRESS

The 1941-42 Educational Directory of North Carolina has come from the press, and copies have been distributed to county and city superintendent and to others having requests on file, it is announced by the Division of Publications in which office the publication is compiled.

The Directory for this year is very similar to that of the past year. It is considered to be complete and accurate as to all educational institutions and organizations as well as many allied organizations and governmental agencies associated with educational work—health officers, welfare officers, private camps, etc.

A copy of this Directory may be secured by writing to L. H. Jobe, Director of Division of Publications, State Department of Public Instruction, Raleigh, N. C.

### CODE OF ETHICS FOR SCHOOL ADMINISTRATORS

This code is an application of the general principles of ethics to the special obligations, rights and privileges of school administrators. It was formulated and adopted by a group of students doing graduate work at the Kansas State College during the summer of 1939.

The teaching profession consists of a group of men and women trained and organized to render a special service to humanity; namely, to direct the growth of children and youth so that they may be equipped mentally, morally, physically, and socially to live most serviceably during the whole of life. No administrator is worthy of membership in this profession unless he is thoroughly imbued with a determination to render the service for which the profession exists. He should feel that our school system has functioned well in the past, and have faith that, through an honest and united effort, more can be accomplished in the future.

#### I. OPEN-MINDED STUDY OF EDUCATION

Every member of the profession should be a progressive student of education. To this end he should be a thoughtful reader of educational literature, should attend and participate in educational meetings, and should engage in such experimentation and collection of data as will test the value of educational theories and aid in the establishment of a scientific basis for education. He should be willing and anxious to give to his fellow members the benefits of his professional knowledge and experience.

#### II. RELATION AMONG ADMINISTRATORS

Honesty, sincerity, and the spirit of cooperation should characterize all relations among administrators.

#### III. CRITICISMS OF ASSOCIATES

(a) The motives of all criticisms should be helpfulness and improvement. Adverse criticisms, known or heard, should not be made or repeated except to the one criticized. When corrupt and dishonorable practices are known to exist they should be fearlessly reported to the proper authorities.

(b) Adverse comments and insinuations in regard to the work of a predecessor are to be condemned.

(c) An Administrator should not discuss with pupils or patrons defects of the school board or employees of the school, but should come to their defense as fallible human beings. When his professional opinion is sought by those who have a right to know the facts, these facts should be given without hesitation.

#### IV. APPOINTMENTS AND PROMOTIONS

(a) All appointments, promotions or advancements of salary should be obtained exclusively on merit.

(b) An administrator should take no steps toward obtaining a specific position until he is assured by the present incumbent that a vacancy exists or is about to exist.

(c) Underbidding is extremely unprofessional.

(d) An administrator should not attempt to employ a teacher to begin work in his system at a date prior to the expiration of her contract, without first consulting the



administrator of the school in which the teacher is employed.

(e) Administrators are primarily responsible for safeguarding and protecting the interests, growth, and advancement of all those working under their direction.

#### V. CONTRACT OBLIGATIONS

An administrator should hold his contract inviolate unless voluntarily released by his employing body.

#### VI. PROFESSIONAL INTEGRITY

It should be condemned as highly unprofessional for any administrator to use his office or position of professional trust to promote his own personal interests.

#### VII. TEACHERS' AGENCIES

The profession should unhesitatingly condemn teachers' agencies that encourage teachers to break contracts, that work for the appointment and promotion of unqualified teachers, that make recommendations for positions not known positively to be vacant, or that make any move to discredit the incumbent. Knowledge of such actions should be reported to the profession.

#### VIII. LOYALTY TO SCHOOL BOARDS

(a) It is the duty of every member of the profession to recognize the legal authority of his board of education and to be loyal to its established policies.

(b) If, however, the school board should clearly and persistently contravene its legal obligations it becomes the administrator's duty to appeal to the proper authorities.

#### IX. COMPENSATION

(a) Members of the profession should cooperate to establish an orderly plan of compensation commensurate with the professional service rendered.

(b) An administrator's professional obligations to the teachers under his supervision make it a prime duty to secure and safeguard adequate remuneration to promote their professional growth and security.

#### X. COMMUNITY RELATIONS

(a) The school administrator should willingly assume his proportionate share of the civic and social obligations of the community.

(b) No administrator should become careless in meeting the financial obligations incurred by him.

#### XI. UNDERSTANDING OF LIFE AND AMERICAN DEMOCRACY

(a) No administrator can expect to be able to live up to the full extent of his possibilities if he is not a good student of general life.

(b) He should studiously inform himself about the fundamentals of American democracy, revise his judgments concerning it through continued study, and give unswerving obedience to it in his private, civic, and professional life.

### 100 YEARS AGO

Rules & Regulations for the government of the board of superintendents of Common Schools in the County of Chatham.

1. It shall be the duty of the Chairman to organize the Board at 12 o'clock under a penalty of \$1.00

2. It shall be the duty of Chairman to see that good order be kept in the room where the board meets under a penalty of \$2.00 & the board shall consider themselves bound to sustain him.

3. If two or more members rise to address the chair at the same time he shall decide who has a right to the floor.

4. The Chairman shall not suffer any person to speak upon any subject but the members of the board unless by permission of the board.

5. If the Chairman shall violate any of the rules of the Board it shall be his duty to leave the chair & the board shall call one of its members to the chair to preside until his case is disposed of.

6. It shall be the duty of the C. S. C. to attend in the room at 12 o'clock under a penalty of \$2.00.

7. If any of the board shall fail to meet in the room at the time appointed he shall be fined at \$2.00.

8. If any member shall absent himself from the room after the house is called to order without the consent of the chair he shall pay the sum of \$1.00 the board shall hear all excuses & if they are of opinion that they are good the member shall be excused.

9. No member shall address the chair sitting under a penalty of 25c for every such offence.

10. No member shall speak twice on the same subject until all of them have had an opportunity to do the same.

11. If any member shall use disrespectful language or conduct he shall be fined at the discretion of the board. (Copied from "Common Schools, Proceedings of the Board of Superintendents" 1841-1864.)

time of from 7:30 to 7:45 on Thursday evening.

### TEACHERS ANNOUNCE SOUTHEASTERN CONFERENCE

The Department of Classroom Teachers of the National Education Association announces the first conference in the Southeastern Region. Arrangements for the conference are being made by Margery Alexander, Southeastern Regional Director, and teacher in the Charlotte, North Carolina, schools. The meetings will be held at the Miami Biltmore Hotel at Coral Gables, Florida, December 28-29, 1941.

The theme of the convention program is "The Protection of Democracy Through Education." Outstanding speakers will be presented at the various sessions. Roundtables, discussion groups, panels, and other mediums of audience participation feature the meetings.

Teachers are urged to make their reservations at once with the Miami Biltmore Hotel and to write to the Department of Classroom Teachers of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., for copies of the convention program. Special rates at the Miami Biltmore Hotel range from \$4 to \$6 per day for single rooms and from \$7 to \$9 per day for double rooms. Delegates will have free transportation to and from trains with free handling of hand luggage. Many teachers, however, will drive their own cars to the convention city.

### BIRD BOOK TO APPEAR IN JANUARY

Copy for the revised and enlarged edition of *The Birds of North Carolina* has been turned over to the Bynum Printing Company, of Raleigh, and type is being set.

This cloth bound book of about 400 pages covers in detail the 396 kinds of native birds known from North Carolina. There are 16 full-page color plates showing 85 species in color, 17 full-page black and white plates showing 127 species and 138 text cuts to amplify descriptions.

Those who were interested and agreed to take copies at the pre-publication price of \$2.25 deserve much credit for making the book possible. Commissioner of Agriculture Scott's and Governor Broughton's aid was then enlisted. Then came such practical difficulties as illustrating and financing. Pooling all resources the book was well on the way when Defense priorities interfered and the book paper will not be available until December 15. Thus final publication is delayed until January. There is yet opportunity for pre-publication orders.

### GREENSBORO SCHOOLS BROADCAST N. C. HISTORY

The fertile history and panorama of the Old North State is martialed before the microphone for this year's series of WBIG broadcasts by the Greensboro Public Schools. "North Carolina Yesterday and Today" is the theme for the entire series; and in carrying it out, the city's 21 public schools bring a rich portion of the State's history to WBIG's listening audience. The long parade of the State's famous sons, her well known Negro educators, her rich Indian lore, her dynamic industries and native music. These are some of the subjects to be treated in these school programs.

Directed by Herbert Hucks, Jr., head of radio education in the Greensboro public schools, and arranged with the cooperation of radio chairmen in each school, these public school broadcasts have been presented over WBIG for so long that they have become an institution. This year's programs are being put on at the excellent listening



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## Raleigh's Experimental Railroad, 1833

A LITTLE more than a century ago North Carolina, having experimented with various modes of transportation, was ready to begin the building of railroads to take the place of canals, stage-coaches, and "rut-filled mud trails." In 1828 Dr. Joseph Caldwell, the president of the State University, proposed that a railroad line be built from Beaufort and New Bern to the Tennessee line, but the proposal fell through. Again, five years later, an internal improvements convention met in the State and adopted resolutions for the construction of such a railroad, but no action was taken by the legislature. At this time, however, the Raleigh Experimental Railroad was built, and it stimulated a great deal of interest in railroad building. By 1840 North Carolina could boast of two important railroads, the Wilmington and Weldon and the Raleigh and Gaston. The Wilmington and Weldon was at that time the longest railroad in the world, and its rails ran for a total of 161.5 miles.

Raleigh's Experimental Railroad, only one and one-fourth miles long, was built from the rock quarry on the southeastern edge of the city to Capitol Square (then called Union Square) solely to bring rectangular granite blocks of irregular size for rebuilding the State capitol, which had been burned in June, 1831. It was the first railroad to be constructed in North Carolina and the only one in the State in 1833-34.

The charter for building the railroad was granted in November, 1832, to Joseph Gales, William Polk, George W. Mordecai, and others who had subscribed and had started the erection of the railroad under the name of the "Experimental Railroad Company," with Alfred Williams as secretary.

Mrs. Sarah Polk, the wife of Colonel William Polk, is said to have been one of the chief promoters of the railroad and her husband was one of the stockholders. The company was organized in the summer, and a competent and reliable engineer constructed the road under the supervision of Captain Daniel Bingham, Richard B. Haywood, and others.

The railroad was built for a total cost of \$2,700, and from the beginning its owners received profitable dividends. It paid ten per cent for the first nine months of its operation and twenty-five per cent for the following six months, and at the same time it made possible the transportation of stone at about one-third the usual cost. The charter, however, stated that the company was not to charge contractors for the State more for hauling the stone than two-thirds of the usual wagon rate.

According to the *Raleigh Register* for January 28, 1834, of the entire 2,200 yards of the road only 1,304 required excavation or embankment, with the greatest depth about four feet and the greatest height about eight feet. The road was constructed with strap rails, covered with iron strips one-sixth of an inch in thickness, and wooden stringers with iron strips on the top and laid on ties nine to twelve inches in diameter and hewed on one side. All of the cars were horse-drawn, with flat cars for the granite and one passenger car.

The passenger car was called the "pleasure car" and was run after working hours "for the accommodation of such ladies and gentlemen as desired to take the exercise of a railroad airing." Adults were charged twenty-five cents for a ride, and children only twelve and one-half cents.

The little railroad impressed many throughout the State, during its more than seven years of service, for it was used from January 5, 1833, until June 20, 1840, when the capitol was completed. Not only did large numbers of persons hear about its advantages, but many came to Raleigh to see "the enormous masses of stone conveyed as fast and as easily as the empty car could be drawn on good common roads." To estimate how much granite this railroad hauled, one has only to look at the size of the capitol, which is 160 feet long from north to south, 140 feet from east to west, and 97½ feet high at the center.

Today with our 4,800 miles of railroad trackage and with our rapid stream-lined trains, it is hard to realize that this little railroad (with horses pulling the cars in the place of a steam or electric engine) had such an influence on later railroad development in North Carolina, and the road is all but forgotten except for a historical marker which is located on the eastern side of Capitol Square.

# From The Office

## FUNDS FOR HOLDING PUBLIC FORUMS MADE AVAILABLE

IN order to build civilian morale, soundly based on understanding of the problems arising from the world crisis, the President has requested Federal Security Administrator Paul V. McNutt to develop and inaugurate a nation-wide program of public discussion. He has urged that the program be organized by the United States Office of Education with the cooperation of colleges and public school systems. In compliance with this request, a number of counties and cities in North Carolina are developing local public forum programs under the sponsorship of the North Carolina Public Forum of the Extension Division of the University of North Carolina. For such units, forum funds—on a fifty-fifty basis up to fifty dollars of State funds, are available from the Adult Education Division of the State Department of Public Instruction.

"The genius of American democracy," the President stated in a letter to Mr. McNutt, "is expressed in the traditional independence and freedom of our State and local schools and school systems. Their freedom of action for educational purposes must be preserved. It is upon that freedom that we hopefully depend for assurance that the judgments of our people will be soundly based."

The President also referred to the "beneficial results" of the forums and study-discussion groups developed since 1935 through the Federal Forum Project of the Office of Education. "Now, under the impact of the defense emergency," wrote the President, "I am convinced that it is more important than ever that the people be encouraged freely to assemble to discuss their common problems. Indeed, as I have said before, this is one of the freedoms that we are determined to defend."

Both the President and Mr. McNutt emphasized the great value of educational forums and public discussion which have been promoted during the past six years by the United States Office of Education. The administrator expressed special interest in the recognition of public discussion as a means of building civilian morale.

"Good morale," said Mr. McNutt, "is as important to defense as guns and planes. Morale in a democracy is unity of purpose based on common understanding. That kind of morale thrives on free and full discussion. The responsibility of promoting democratic discussion falls on our traditional institutions which we have set up for enlightenment—our colleges and schools. I am sure that our institutions of learning will respond wholeheartedly to the request of the President

(Continued on Page 12)



# Education Quiz

(Answers on Page 12)

1. When was provision made for a (State) Superintendent of Common Schools?
2. How was the Superintendent to be elected?
3. When was the first election held?
4. Who was elected as the first superintendent?
5. What was his salary?
6. How long did he serve?
7. How many schools were there in the State in 1840?
8. How many schools are there now, 1940?
9. How many children were enrolled in the academics and primary schools in 1840?
10. What is the enrollment in the public elementary and secondary schools today, 1940?
11. What was the enrollment in public (common) schools according to Wiley's first report in 1853?
12. What was the expenditure for public education during this first year of Wiley's administration as State Superintendent?
13. What is the annual expenditure today?
14. What was the average school term then?
15. What is the average term now?
16. What was the average monthly salary paid the teachers during Wiley's first year as State Superintendent?
17. What is the average monthly salary paid teachers now?
18. How many public school teachers were there in 1860?
19. How many are there now?
20. When was the first "graded" school law enacted?
21. What was the purpose of this act?
22. What is the State Eight Months School Fund?
23. When was the first fund by this name made available?
24. What was the amount of the expenditure from this first appropriation?
25. What was the amount actually expended for this purpose for the year 1940-41?

# Laws, Rulings, and Opinions

## TEACHERS; NOTICE OF RESIGNATION

*Reply to Inquiry:* You inquire as to whether, in my opinion, a teacher under the provisions of the School Machinery Act of 1939, as amended, may resign during the school term on thirty days' notice without suffering the penalty prescribed in Section 12 of the School Machinery Act.

Section 7 of the School Machinery Act of 1939, as amended, provides that teachers' contracts shall continue from year to year until such teachers are notified as provided in Section 12 of the Act. Section 12 provides in part:

"It shall be the duty of such county superintendent or administrative head of a city administrative unit to notify all teachers and/or principals now or hereafter employed, by registered letter, of his or her rejection prior to the close of the school term subject to the allotment of teachers made by the State School Commission: Provided, further, that principals and teachers desiring to resign must give not less than thirty days notice prior to opening of school in which the teacher or principal is employed to the official head of the administrative unit in writing. Any principal or teacher violating this provision may be denied the right to further service in the public schools of the State for a period of one year unless the county board of education or the board of trustees of the administrative unit where this provision was violated waives this penalty by appropriate resolution."

It seems to me that the School Machinery Act as now written undertakes not only to protect teachers by providing for a continuation of their contract from year to year until notified as required by the Act, but also to protect the units employing these teachers by requiring them to give the proper notice in case they intend to resign.

You will note that the section requiring the notice and prescribing the penalty for the failure to give the proper notice uses the word "must" when referring to the notice, but uses the word "may" when referring to the denial of the right to further service in the public schools of the State for a period of one year. It is my thought that a teacher undertaking to resign during a school term might be subject to the penalty prescribed in this section, but the penalty could be waived by appropriate resolution passed by the governing board of the employing unit, and even in event the governing board did not pass such resolution, it would not be mandatory on the school authorities to deny the teacher the right to teach in the public schools for a period of one year.

Of course, the safest course for a teacher to pursue is to comply with his or her contract unless something unforeseen occurs which

would justify the governing board of the employing unit in releasing such teacher from his or her contract.—Attorney General, October 14, 1941.

## AUTHORITY OF BOARD OF EDUCATION OF COUNTY TO DESIGNATE SCHOOLS FOR CHILDREN TO ATTEND

*Reply to Inquiry:* In your letter of October 28 you raise the question as to the authority of the County Board of Education to designate the school in the county administrative unit which a child shall attend.

This office, in a letter to you dated June 12, 1940, supplementing a letter of May 31, 1940, answered this question in the following language:

"I agree with the view expressed by you in a conference on Monday that the County Board of Education has the right to designate the schools in the county administrative unit which shall be attended by children in the county administrative unit, subject to the right of the State School Commission, whenever it shall appear to be more economical for the efficient operation of the schools, to transfer children living in one administrative unit or district to another administrative unit or district, subject to the proviso that sufficient space is available in the buildings of such unit or district to which said children are transferred."

I think the above view is amply supported by the School Machinery Act of 1939, as amended, and the other statutes governing the operation of the Public School System in North Carolina.—Attorney General, November 1, 1941.

## CONDUCT OF PUPILS; DISCIPLINE

*Reply to Inquiry:* I have your letter of November 4, with which you enclose a letter from Mr. ...., Principal of the school at ..... Mr. .... inquires as to the authority of a school principal to discipline students, particularly what jurisdiction such a school principal has over a pupil after school hours and off the premises of school property.

There is no question but that a school principal has authority to discipline school students while on the premises of the school, but, in my opinion, this jurisdiction and authority ends when such students are off the premises of school property. In the specific instances to which Mr. .... refers, I would think that a school principal has authority to maintain discipline on a school bus transporting children to and from school, but when such students leave the bus and are on their way home, I would think that the parents of such children would be responsible for their good conduct.—Attorney General, November 6, 1941.



# School Paper Notes

The number of school papers coming to the office of the State Department of Public Instruction are so many that space does not permit their acknowledgment here. This column for this month, therefore, will be devoted to the art work on some of the duplicated papers received.

Volume IV, No. 1, of *The Tri-High News*, Caroleen, has a front illustration of a school bus with the label underneath "Safe School Transportation." No. II of this paper, for October, shows a Halloween scene. Both illustrations are timely and are well done.

Several other of the duplicated papers used the Halloween motif for their October papers—*The W. J. High Times*, West Jefferson, used the figure of an owl sitting on a limb with a full moon in the background. *The Hub*, Altamahaw-Ossipee School, pictured a black witch riding a broom through a sky filled with red stars and a large new moon. *The Clarion*, Rockingham, also presented a witch riding a broom on its front cover. *The Clarion's* witch, however, was accompanied by a cat. *The Clarion*, Fuquay Springs, has a similar idea of a witch riding a broom, with the addition of a pumpkin jack-o-lantern in each corner at the top and a large black bat in the background of the paper's name.

*Cheerful Children*, Orthopedic Hospital, shows a little girl with a paint brush standing among falling leaves and with her jars of paint labeled yellow, purple, orange, red, green, and blue and other brushes arranged near her. *The Rock Ridger*, Rock Ridge, gives a jack-in-the-box illustration on its "Hallowe'en Issue." *Kno-Wit-AWL*, Siler City, shows a number of Hallowe'en figures on its front cover announcing a carnival. *The Hiddenite Gem* front cover for October pictures a farm-scene of the barn and field of pumpkins and shocked corn, with verses of "Golden Hallowe'en" by Alice Crowele Hoffman.

The patriotic motif adorns several of the duplicated school papers. *The Pointer*, Stony Point, shows a nurse arm in arm with a soldier and a sailor on its November number. *The Helenian*, Roxboro, gives a front cover composed of a U. S. flag, an areoplane, and the earth, with the title "Keep them flying!" underneath. *The Bulletin*, John R. Hawkins School, Warrenton, shows a U. S. flag waving, underneath of which are the titles U.S.A. in monogram and "The Pledge to the Flag" in neat lettering.

Several other papers had front covers illustrating other ideas: football, American Education Week, the Mayflower, Thanksgiving, school days, etc., many of which were excellent. We congratulate them all in this type of art work.

## QUIZ ANSWERS

1. December 4, 1852.
2. By the legislature then in session.
3. December 13, 1852.
4. Calvin H. Wiley of Guilford County.
5. \$1,500 annually.
6. Until 1866, when the office was abolished.
7. 2 colleges, 141 academies and grammar schools, and 632 primary and common (subscription) schools.
8. 55 colleges and universities (12 State) 1,009 high schools (975 public), and 3,857 elementary schools.
9. 4,398 in academies; 14,937 in lower grade schools.
10. Elementary 703,597; high school 205,213.
11. 177,629 children in 70 counties.
12. About \$175,000.
13. For operation in 1938-39—\$30,811,279.03.
14. About 4 months.
15. Slightly more than 8 months.
16. From \$9.00 to \$36.00.
17. \$108.13.
18. About 2,752.
19. 24,530 in 1939-40.
20. In 1864-65.
21. To extend the "sphere of usefulness" of the common schools by the establishment of a "graded school" in any common school district for advanced instruction.
22. It is the name of the annual appropriation made by the General Assembly for the "support of the eight months' term public schools."
23. In 1933-34 when the State assumed the responsibility of the support of the public schools for an eight months' school term on State standards of cost.
24. \$15,606,650.75.
25. \$26,902,224.91.

## FROM THE OFFICE

(Continued from Page 10)

of the United States."

With a hundred dollar budget (fifty dollar appropriation from Adult Education matched by a fifty dollar local fund) a series of forum sessions could be organized which would be quite profitable.

A plan has been worked out whereby the Extension Division of the University will send a forum and discussion leader, together with materials, anywhere in the State at the standard charge of twelve dollars per visit. Under this plan a unit having a hundred dollar budget could put on eight forum sessions and spend four dollars for supplies, or could put on seven forum sessions and spend sixteen dollars for supplies. A fifty dollar total budget could be made to cover a series of four forums, with two dollars for supplies. It is recommended that a public forum series include at least four sessions.

## Press Clippings

*Guilford County.* Contracts totaling \$9,930 have been awarded by the county board of education for the construction of a vocational agricultural building at McLeansville and work on the project is expected to get under way immediately, Supt. Thomas F. Foust, head of the Guilford County Administrative Unit announced recently.

*Durham.* The City School Board, in special session (Nov. 4), voted to advertise for bids for the construction of a vocational building on school owned property at the corner of Minerva Avenue and Duke Street, near Durham High School.

*Stanly County.* The way was cleared this week for a building and improvement program at Millington school with the announcement that a WPA allotment of \$14,027 had been made for the work. An almost equal amount will be furnished by the county to provide a total fund of \$28,000 with which to build a gymnasium and a principal's home and to renovate the present school building.

*Thomasville.* Ralph Wilson, chairman of the Davidson County school board, announced here last night (Nov. 5) that bids for private construction of the Thomasville school gymnasium will be received at Lexington until Friday, November 21.

*Gastonia.* Bids on construction of the North Carolina Textile Institute will be opened at 2 P. M. November 25 at the Gastonia City hall, it was announced recently, following a meeting of the building committee in charge of plans for the institute.

*Winston-Salem.* The North Carolina State Employment office is co-operating with the distributive education department of the city schools and the Retail Merchants Association in sponsoring a series of classes in salesmanship preparatory to the Christmas season, Mrs. Pearle N. Foster, coordinator for distributive education in the city schools, announced today (Oct. 28.)

*Greensboro.* A larger percentage of Negro teachers than white teachers in the Greensboro city school system attended summer school during the past summer, according to a report of teachers' summer activities released by Supt. Ben. L. Smith.

*Caldwell County.* County Superintendent of Education, C. M. Abernathy, yesterday (Oct. 30) released for publication an itemized statement of the "needs of the schools of Caldwell County" for which the city and county school boards have requested the board of commissioners to authorize a county-wide referendum in which the citizens would be allowed to vote on a \$393,100 bond issue to make these improvements.



JAN 7 1942

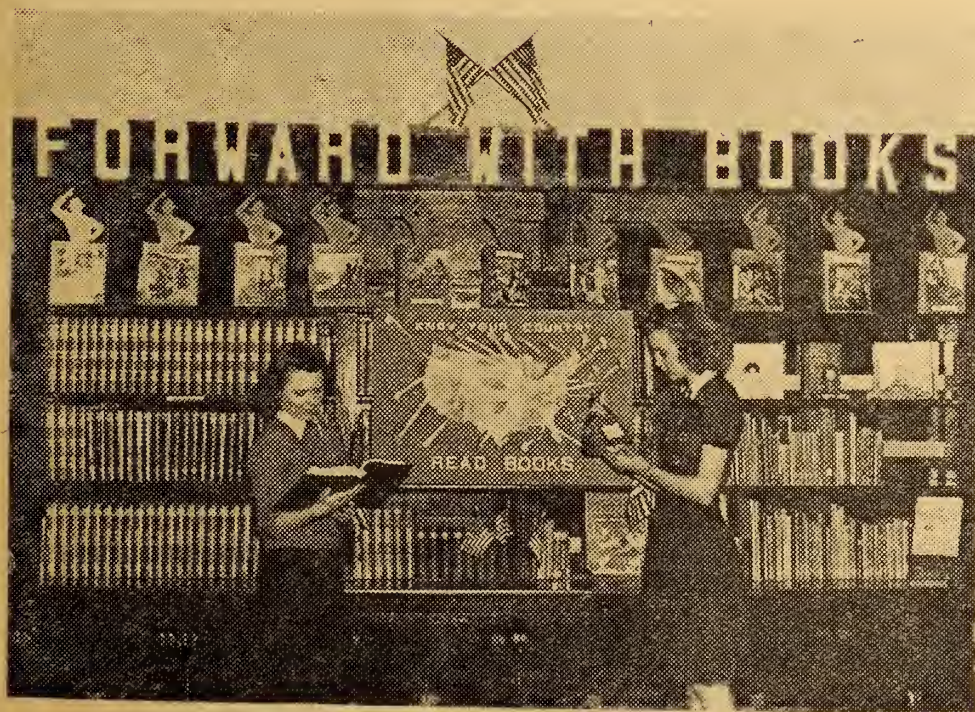
U. F. C.  
CAROLINA ROOM

THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Journal of the Elisha  
Mitchell of the Elisha  
Chapel Hill Weekly

NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN



January  
1942

Volume VI  
Number 5



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar of Events.....	2
Cover Picture .....	2
Editorial Comment—	
Education and War.....	3
"Too Good a Job".....	3
What Do The People Think.....	3
Notes and Announcements—	
Department Member Becomes Superintendent .....	4
Public School Teachers Become Members of Retirement System .....	4
Warning about "GYP" Correspondence Schools Issued.....	4
Audio-Visual Conference Proceedings Available .....	4
N.C.E.A. To Hold Annual Meeting in Raleigh, March 19-21 (box) .....	4
SMA School Lunch Programs Increase .....	4
Negro History Week, February 8-15 .....	5
Report on Adult Education Given.....	5
World Federation to Meet in Canada (box) .....	5
Coin Book Distributed.....	5
Attendance Officers Employed.....	5
Essay Contest Conducted by Legion Auxiliary .....	5
Legion Conducts Oratorical Contest .....	5
State School Facts—	
State Eight Months School Fund—II .....	6-7
Notes and Announcements—Continued	
Bulletin Board Suggestions for Librarians Made .....	8
Dramatic Contest to Aid Crippled Children .....	8
Indian School Established by State Board .....	8
Safety and Driver Training Text Recommended .....	8
Conservation Book Distributed.....	8
New Publication Issued by Department .....	9
Other City Units Vote Ninth Month Term (box).....	9
Superintendents Serve 21 Years.....	9
Priority Ratings Applicable to School Purchases .....	9
12-Year Committees Make Reports....	9
Tar Heel History—	
The Flight of President Davis.....	10
From the Office	
Guidance Services .....	10
Education Quiz .....	11
Laws, Rulings, and Opinions—	
Private Elementary Schools, Jurisdiction and Responsibility of County Superintendent of Public Schools .....	11
Right-of-way .....	11
School Paper Notes.....	12
Quiz Answers .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

January 1, 1942

### To Superintendents, Principals and Teachers:

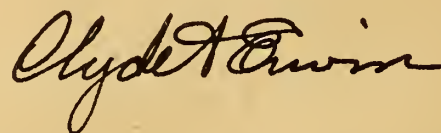
Within a short while there will be launched in the public schools a Defense Savings Program in which the school children will be given an opportunity to participate. Mr. C. H. Robertson, Greensboro, is State Administrator of this program for North Carolina. I understand that each superintendent has been asked to serve as a member of the local committee and as chairman of the sub-committee group representing the schools. I wish to commend all superintendents for their willingness to serve our country in this connection, and I hope that principals and teachers also will take an active part in this program.

The program will vary within the several schools, each depending upon the initiative and energy of teachers and students. Some will have various committees and subcommittees. A few suggestions are: A series of assembly programs, in which student speakers could make talks, debaters could debate war issues, drama groups could give short plays, music groups could put on singing programs, and art classes could furnish posters. There could be contests of various sorts—poster, essay, oratorical, etc., with Defense Savings Stamps or Bonds as prizes. The ultimate purpose in view is to sell Defense Stamps and Bonds.

Although I do not ordinarily endorse propositions for the raising of money through the schools, I am of the opinion that in this instance the schools should cooperate in this program to the fullest extent. Besides the many educational values to be received by participation in the many ways suggested, it seems to me that this program will be helpful in achieving three other very definite values: First, of course, it will give the government funds by which the War of Defense may be prosecuted to a final conclusion; second, it is a splendid opportunity for teaching thrift and savings among the youth of the State; and third, it will mean that the funds so invested will help preserve our financial and economic structure after the War has ended.

This is in fact a "Sharing America" program, democratic in the fullest extent and within the reach of every individual—10 cents for a Stamp, \$18.75 for a Bond. I hope that each of you will do your part.

Very truly yours,



State Superintendent of Public Instruction

### Calendar of Events

- Jan. 1.—New Year's Day.
- Jan. 6—Twelfth Day (Old Christmas).
- Jan. 18-24—Thrift Week.
- Jan. 19—Robert E. Lee's birthday.
- Jan. 21—Stonewall Jackson's birthday.
- Jan. 25—Child Labor Day.

### Cover Picture

Book Week was celebrated with interesting displays in many of our school libraries. This picture shows one of the stimulating exhibits at the Grace School in Buncombe County of which Mrs. Harry P. Allison is librarian. The slogan "Forward with Books" was related to knowledge and understanding of peoples over all the world. This particular display calls attention to books whose setting covers the United States.



# North Carolina Public School Bulletin

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*CLYDE A. ERWIN, State Superinten-  
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## Editorial Comment

### EDUCATION AND WAR

On December 8, 1941, one day after an attack by Japan upon territory belonging to the United States while negotiations between the ambassadors of the Japanese government with the constitutional officials of our government were actually going on, the Congress of the United States declared this country to be in a state of war with the Imperial Government of Japan. Subsequently, on December 11, after Italy and Germany also declared war on the United States, this country through its Congressional representatives declared that a state of war existed between this country and those two countries.

These declarations mean that the United States is now officially in World War II as an ally of those countries of the world now at war with the governments of Germany, Italy, and Japan. This means that the State of North Carolina as a part of this nation is at war. It means that every individual—man, woman, and child—must do his part in bringing this conflict to a successful conclusion, in order that peace will reign again throughout the world and that all peoples are free to live completely and with safety.

The citizens of this country are now united in this great undertaking. It behooves us, therefore, to help preserve this unity of understanding; and in so far as it is within our power, aid in disseminating the true facts about the American way of life, to the end not only that that particular way may be

preserved, but that the living level of future humanity everywhere may be raised a little higher as a result of the sacrifices and costs to the now living.

What can the schools do? The schools now as always are long term institutions. Their results are not immediately felt. They were born in democracy, nevertheless, and it is through them that democracy will be preserved.

Are the schools to disarrange their programs of instruction on account of this emergency? Most certainly not. But the schools can give attention to more effective ways in which the age-old values of our way of life may be preserved and to any new values that may arise out of our present situation among the peoples of the whole world. The school program abounds with opportunities which, if used, will help build a higher civilization not only on this continent but on this entire globe.

How can it be done? Space here does not permit the itemization of the many ways in which schools can participate in this program of building a higher civilization. A mere mention of several areas in which the present program can be strengthened will suffice, however, to make our point. These are: (1) health and physical education, (2) citizenship, including community, national, and international relations, (3) conservation of resources, and (4) the relationship of education and work, including guidance.

But you say, how does this differ from the regular educational program during peace times? There is no real difference. As stated above our efforts are directed in such a way that the whole program of education will be more effective. Each county, each city, and each school must study its own needs, evaluate its own strengths and weaknesses, explore its own possibilities for service, enter into the work with more zeal and steadfastness, and effect the necessary changes, if any there need be, believing wholeheartedly in those things for which we as educators stand.

The reader, who wishes to secure information on what the schools can do, should secure the pamphlet "What the School Can Do" from the Superintendent of Documents, Washington, D. C.—Price 15 cents—25% discount on orders for 100 copies or more.

### "TOO GOOD A JOB"

Had you ever thought that in this matter of public education we are doing too good a job? Most of the discussion heard nowadays concerns the fact that the job of educating the boys and girls of this State is not good enough. We are always thinking of ways in which we may improve childhood opportunities, meaning of course the op-

portunity might not necessarily be the best thing for either the student or the State.

Recently Rufus M. Hartil, Assistant Superintendent of Schools in Harlem, New York City, had this to say:

"The schools do too good a job in Harlem. In a sense we unfit the pupils for outside life. At school we give them the kind of life that exemplifies the best theories of the American way of life. At 3 o'clock they go out into a different world with other theories of life. They are thrown in contact with whites who have not made up their minds to accept them as Americans. They have no place to play, literally no home to go to, for their mothers often are working on Park Avenue until 9 o'clock at night . . . So we feed the children on dreams, teach them what the world ought to be. And the boys come back and say, 'This ain't so, mister.'"

Could this possibly be true for some North Carolina boys and girls—not Negroes alone, but white also? We believe "'tis so"—but we also believe that a great many of the leaders of the State also know it. We further believe that a movement is on foot, in the making, to improve this condition in some of our schools. We refer especially to the greater emphasis upon guidance and vocational education.

### WHAT DO THE PEOPLE THINK?

(Guest Editorial)

The educational authorities at Raleigh who have the responsibility of mapping out what is popularly called a twelfth grade for the public school system of the State, or more properly, the addition of a twelfth year, are calling upon the lay and professional interests to tell them of what, in the latter's judgment, this change should essentially consist.

This is an inviting opportunity for the public, through the key representatives who will assist in the discussion, to let it be known what, in its judgment, the public schools need.

Do they need more education for the few who are going to college from them or more for the 85 per cent of the graduates who turn from the classroom upon completion of their high school courses and begin to scratch for a living, or is the greater need for a reconstruction of the curriculum to the end that the fundamentals may be the more completely mastered?

The schools belong to the people. The people should speak out and let it be known what they think about them and the service they are rendering to the childhood of the State. —Charlotte Observer  
October 17, 1941.



## Notes and Announcements

### DEPARTMENT MEMBER BECOMES SUPERINTENDENT

W. F. Mitchell, Field Representative of the State Textbook Commission, has been elected as Superintendent of Franklin County to fill out the unexpired term of the late W. R. Mills, who died suddenly on November 17, 1941.

Mr. Mitchell is a graduate of Wake Forest College, Class of 1925. He also attended summer sessions in that institution and the University of North Carolina. He entered the teaching profession in 1930 at Youngsville, Franklin County, where he taught for three years. He became high school principal there in 1933, but resigned in 1936 to accept the position with the State Textbook Commission from whence he resigned on December 1, 1941, to become Superintendent of Franklin County.

### PUBLIC SCHOOL TEACHERS BECOME MEMBERS OF RETIREMENT SYSTEM

Public school teachers now employed, except those who signed non-election blanks, automatically became members of the Retirement System on January 1, 1942. This is also true for other State employees. This and other points were set forth in a recent memorandum from the Teachers and State Employees' Retirement system to superintendents and heads of departments and institutions.

The main points of the memorandum were the following:

(1) Any person employed as a public teacher or a State employee in the State of North Carolina as defined in the Retirement Act on February 17, 1941, or between said date and July 1, 1941, is automatically a member of the Retirement System effective as of July 1, 1941, except those persons who execute non-election blanks prior to January 1, 1942.

(2) Persons who have executed non-election blanks have forfeited forever their right to claim prior service and can never be members of the Retirement System unless they withdraw from the service of the State and return to service at a later date, at which time they would be required to become members of the system as new employees without any credit for prior service.

(3) Persons who have executed non-election blanks will have all their contributions returned to them by the Retirement System. They will be required to execute Form 5 A for this purpose.

(4) Persons employed between February 17, 1941 and July 1, 1941 who did not execute non-election blanks and all persons employed after July 1, 1941 will be required

to remain members of the Retirement System as long as they are in the service of the State or a public school administrative unit, and cannot withdraw any of their funds as long as they are working. If they cease working for the State or school administrative unit, their funds will be available to them immediately if they wish them. However, they may leave their contributions with the Retirement System, in which case all their prior service and membership service will be protected for a period of five years.

(5) New employees, employed for the first time with the State or a school administrative unit in North Carolina, will be required to execute the Enrollment blank (form 2) the same as all other employees except that they will not be concerned with Section 11, which is the section in which prior service is listed. The total, aggregate salaries earned during the five year period from July 1, 1936 to July 1, 1941 must be given on this form.

### WARNING ABOUT GYP CORRESPONDENCE SCHOOLS ISSUED

In a recent letter to superintendents and principals State Superintendent Clyde A. Erwin, as chairman of the State Board of Commercial Education and T. Carl Brown as Secretary, issued a letter calling attention to the fact that a number of persons representing "gyp" correspondence schools had been working in this State.

"We have received a number of letters," their letter reads, "from persons who have paid out from \$30.00 to \$60.00 and who have received nothing but a few mimeographed 'pep' talks. There are probably many more victims who

### N.C.E.A. TO HOLD ANNUAL MEETING IN RALEIGH, MARCH 19-21

March 19, 20, and 21 have been selected as the dates for holding the 1942 Convention of the North Carolina Education Association. The meeting will be held in Raleigh. Arrangements for the program are being made now and will be announced later.

Supt. K. G. Phillips of Gastonia is president of the organization for this year. Supt. J. C. Lockhart, now vice-president, if custom prevails, will be elevated to the presidency for the 1942-43 term. Fred W. Greene, Raleigh, is secretary-treasurer.

do not know that North Carolina has laws to protect them."

"As school administrators," the letter continues, "it is our duty to protect them." The following suggestions are made to enable the superintendents and principals to protect teachers and others from such practices:

1. Ask solicitor to show his license card—the North Carolina law requires that all persons soliciting students for commercial colleges, business schools or correspondence schools to secure an *annual* license from the State Board of Commercial Education.

2. Report any person who does not have a current solicitor's license to the principal or superintendent.

3. Investigate before signing a contract with a correspondence school.

4. Find out if the school is approved by the National Home Study Council, Washington, D. C., a national rating organization. The 1941 Home Study Blue Book, which lists the approved home study schools, will be sent free upon request.

### AUDIO-VISUAL CONFERENCE PROCEEDINGS AVAILABLE

Copies of the *Proceedings* of the Fifth Annual Southern Conference on Audio-Visual Education, which was held in Atlanta on November 13-15, 1941, are available for purchase at \$1.00 each. Included in the *Proceedings* are the principal addresses given at the Conference, and complete stenographic transcripts of seven group forums which were conducted during the Conference by leading audio-visual educators. Orders and remittances should be sent to the Southern Conference on Audio-Visual Education, 223 Walton Street, N. W., Atlanta, Georgia. Postage is free on all orders which are accompanied by remittances.

### SMA SCHOOL LUNCH PROGRAM INCREASES

The number of schools and children certified to receive free lunches from the Commodity Distribution Division of the State Board of Charities and Public Welfare has increased considerably over the number last year, it is learned from A. E. Langston, Director of Commodity Distribution.

At the end of November, 1941, there were 2,522 schools with 198,067 children certified for free lunches. In October 1,509 school lunch rooms served free lunches to 120,313 children. This food was worth approximately \$131,780.00.

By the latter part of this month it is expected that there will be a total of 250,000 children certified for free lunches. The peak in number of free school lunches served under this program last year was



reached in March, when 2,598 schools were certified to serve 186,160 children with free lunches.

The Surplus Marketing Administration has made school lunches a preferential outlet for surplus commodities, and it is confidently expected that grain products, dried fruits, fresh fruits, beans, canned pork and beans, and other vegetable products will be available each month and that other specialized items such as dehydrated soup, shelled pecans, meat, and so forth, will be available periodically during the balance of the school year.

## NEGRO HISTORY WEEK FEBRUARY 8-15

Negro History Week, sponsored annually by the Association for the Study of Negro Life and History, will be celebrated this year during the week of February 8-15.

"This effort," according to C. G. Woodson, founder and executive of the association sponsoring this celebration, "is projected on the principle that there is in the part of one race a record just as commendable as that of the others." It is the purpose of Negro History Week to focus attention upon the achievements of the Negro, and give him credit for his contributions to society.

Posters and other literature bearing upon the celebration may be obtained free of charge from C. G. Woodson, 1538 North St., N. W., Washington, D. C.

## REPORT ON ADULT EDUCATION GIVEN

The program of adult education promoted by the State Department of Public Instruction is now operating in 23 school administrative units, it was recently announced by J. E. Miller, Director of the Division of Adult Education, in a report on the work being done.

The General Assembly of 1941 made an appropriation of \$30,000 for carrying out a program of adult education. The participating units match the State allotments on a 50-50 basis. In addition to the general adult education program \$1,000 of the State appropriation has been set aside for conducting public forum programs. Ten school units have already developed programs of this kind.

Adult education programs are operating this year in the following units: *County*—Guilford, Mecklenburg, Swain, Burke, Buncombe, Graham, Durham, New Hanover (Wilmington), Cleveland, Rutherford, Gaston, Rowan, and Robeson; *City*—Greensboro, Durham, Charlotte, Winston-Salem, Asheville, Kinston, Gastonia, Salisbury, Leaksville, and High Point.

The programs vary in the several units. For example, the Greensboro and Guilford County program

## WORLD FEDERATION TO MEET IN CANADA

At a joint meeting of representatives of the Canadian Teachers Federation and of the American members of the Board of Directors of the World Federation of Education Associations, held in Montreal on October 25, it was voted by the representatives of the World Federation of Education Associations to accept the invitation of the Canadian Teachers Federation to hold a meeting in Montreal, Canada, July 8, 9, and 10, 1942. At this meeting a local committee was appointed to make plans for the entertainment of attendants to this meeting and to assist in preparing a program for the sections of the World Federation.

offers high school credit classes in the following subjects: English (four years), sociology, American history, business arithmetic, algebra, and geometry. This program includes elementary classes for those doing work in the seven grades. A Spanish class was organized last fall. Short courses are given in first-aid and home nursing.

The adult education program in Durham is concerned mainly with the eradication of illiteracy. In Mecklenburg County and Charlotte, the program of adult education consists of classes in homemaking, parent education, business training, lip reading, art and literacy. The chief duties of the worker in Swain County have been home and school cooperation and supervising WPA Adult Education Teachers. The Kinston program stresses literacy and homemaking.

## COIN BOOK DISTRIBUTED

An attractive coin book designed to stimulate young children to save small coins toward the purchase of defense savings stamps is being distributed without profit by the Binney & Smith Company, 41 East 42nd Street, New York City. The book, cleverly illustrated in color and prepared to help elementary school boys and girls learn the value of money and a systematic method of saving, is being distributed to children at ten cents a copy through interested school officials and teachers. Copies of the book entitled, "My Savings Book for Defense," may be secured from the Binney and Smith Company, or your local school supply company.

## ATTENDANCE OFFICERS EMPLOYED

There are only 29 attendance officers employed this year in the 170 county and city administrative

units to enforce the State compulsory attendance law which requires that all children between the ages of 7 and 13, inclusive, shall attend school.

The General Assembly of 1941 amended the law specifying the duties of welfare officers, making the enforcement of the compulsory attendance no longer one of their duties. The law provides, however, that attendance officers may be employed in the several units, and their salaries paid from funds realized from fines, forfeitures, penalties, poll taxes, etc. It is under the authority of this provision that the 29 attendance officers have been employed this year.

The following units have attendance officers: *County*—Alamance, Ashe, Buncombe, Burke, Cleveland, Gaston, Hoke, Mecklenburg, Rockingham, and Wake; *City*—Burlington, Wadesboro, Asheville, Glen Alpine, Morganton, Shelby, Kings Mountain, Durham, High Point, Canton, Hendersonville, Kinston, Charlotte, Elizabeth City, Asheboro, Red Springs, Reidsville, and North Wilkesboro.

## ESSAY CONTEST CONDUCTED BY LEGION AUXILIARY

The American Legion Auxiliary is conducting an essay contest, open to boys and girls of junior and senior high school age in the United States, Alaska, Hawaii, Panama and the District of Columbia. The subject of the essay is to be "Characteristics of a Good American."

Fifty-two sets of the *WORLD BOOK ENCYCLOPEDIA* will be prizes through the co-operation of the publisher, in addition to a national prize of \$100.00 offered by the auxiliary.

Colorful posters have been prepared announcing conditions of the contest and copies are available, without charge, upon request, for posting on bulletin boards in libraries and school rooms. Address inquiries to the Reference Library, Quarrie Corporation, 35 East Wacker Drive, Chicago.

## LEGION CONDUCTS ORATORICAL CONTEST

"The Constitution, The Guarantee of American Liberties" is the subject selected for the 1942 National High School Oratorical Contest, it was recently announced by Victor R. Johnson, Pittsboro, State Chairman. Any boy or girl enrolled in the 9th, 10th, 11th, or the 12th grade of any accredited high school in North Carolina for the term 1941-1942, the announcement states, is eligible to participate in this contest.

The local contests for the selection of contestants for the county contests are to be held between March 4th and 6th. The contests

(Continued on page 8)



Chatham	4,986.00	163,133.35	655.00	31,022.85	209.1
Cherokee	3,039.72	47,926.23	1,539.62	9,998.36	62.5
Chowan	2,816.32	23,329.60	1,227.50	4,056.36	37.9
Clay	2,846.47	35,687.27	1,574.12	10,575.04	44.4

[illegible]



## STATE EIGHT MONTHS SCHOOL FUND-II

The distribution of this fund according to objects of expenditure is the central theme of this month's edition of this paper (or section). Three tables of figures are presented.

It will also be noted that for the first four years of the ten considered the column labeled "Fixed Charges" also included expendi-

Table III

The second largest object of expenditure is the \$20,000,000 spent for auxiliary agencies, largely schools, for transportation. Almost 10 cents of each dollar of the State Eighth Months School Fund was for this object. Five cents of each dollar expended was for Operation of Plant items. (See last preceding number of this publication for classification of objects by items.)

(Expenditures by Objects)

This fund was for the benefit of those children attending school in these 100 units. This sum is 74.6 per cent of the total.

The division of the dollar expended in these units will be found at the end of the table—the percentage line. These percentage figures, it will be noted, deviate from the ten-year figures shown in table I. The percentage for each object except Auxiliary Agencies was less in these units for 1940-41 than the percentage figures for the 10-year period for the State as a whole. This deviation from the State figures was due largely to the factors that transportation, the main item under Auxiliary Agencies is an expenditure common to county units only. This expenditure, therefore, tends to decrease the proportion of expenditures for other objects.

The cost of the State program ranged from \$37,930.38 in Chowan County to \$525,072.67 in Johnston County. On a percentage basis a comparison of the expenditures from State funds in these two county units is very interesting.

Object	Chowan	Johnston
General Control	7.4	13
Instructional Service	61.5	80.7
Operation of Plant	3.3	4.5
Fixed Charges	.....	.....
Auxiliary Agencies	27.8	13.5
Total	100.0	100.0

The division of the dollar expended in these units will be found at the end of the table—the percentage of the total dollar expended in each line. These percentage figures, it may be noted, deviate from the ten-year figures shown in table I. The percentage for each object except Auxiliary Agencies was less in these units for 1940-41 than the percentage figures for the 10-year period for the State as a whole. This deviation from the State figures was due largely to the fact that transportation, the main item under Auxiliary Agencies is an expenditure common to county units only. This expenditure, therefore, tends to decrease the proportion of expenditures for other objects.

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(Expenditures by Objects)

**Table III**

Due to the fact that very little school transportation at public expense is engaged in in these units, the proportion of expenditures for other objects is larger than either the 10-year average or that in county units. Ninety-cents out of every State dollar spent in these units goes for instructional service items.

The range in cost of the State program of schools in these 71 units was from \$23,176.45 in Enfield to \$499,978.17 in Charlotte. In view of the fact that Enfield has been discontinued as a city unit, the city unit having the next lowest expenditure of funds from the State is Eight Months School Fund, Pinehurst with an expenditure of \$23,616.91, is taken for comparison on an object percentage basis.

Object	Pinehurst	Charlotte
General Control	8.5	1.2
Instructional Service	86.3	91.4
Operation of Plant	5.0	7.2
Fixed Charges	....	....
Auxiliary Agencies	2	2
Total	100.0	100.0

This, too, makes an interesting comparison.

It appears from these two examples, one county and the other city, that the administrative costs (general control) in small units is greater than similar costs in larger units.

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General Control	8.5	1.2
Instructional Service	86.3	91.4
Operation of Plant	5.0	7.2
Fixed Charges	.... ....	.... ....
Auxiliary Agencies	2.	2.
Total	<u>100.0</u>	<u>100.0</u>

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## Notes and Announcements - Continued

### LEGION CONDUCTS ORATORICAL CONTEST

(Continued from Page 5)

for determining the county winners are to be held between March 11th and 13th. The county winners will compete in a district contest between March 18th and 20th. The district winners will compete in five section contests on March 30—April 3. The final State contest between the winners of the five section winners will take place on April 4th. The State winner will then compete in a National regional contest, and the winners of the regional contest will compete for final national honors.

Appropriate awards have been provided for all contests above that of the county contest. It is hoped that local legion posts will provide suitable awards for the winners of these contests.

For further information about this contest consult your principal, a member of your local legion post, or the State Chairman of the Oratorical Contest, Victor R. Johnson, Pittsboro, N. C.

### BULLETIN BOARD SUGGESTIONS FOR LIBRARIANS MADE

A 15-page mimeograph bulletin entitled "Publicity Pickups" has been issued recently by Mrs. Mary Peacock Douglas, State School Library Adviser of the State Department of Public Instruction. This bulletin gives a number of suggestions for the librarian in the preparation of displays to capture the attention of pupils and to guide them in their reading.

"Specific titles should be used in displays as well as specific subjects," Mrs. Douglas states. "The purpose of publicity in the school library is to interest boys and girls in widening their horizons of reading."

The material in the bulletin was prepared originally by classes in Library Science at the University of North Carolina during the summer of 1940. Suggestions culled from other mimeographed publicity materials have been added to make this new edition of "Publicity Pickups," the name under which the original bulletin was issued.

Copies of this bulletin have been sent to all North Carolina school librarians. A few additional copies are available at 15 cents each.

### DRAMATIC CONTEST TO AID CRIPPLED CHILDREN

In an effort to assist the N. C. League for Crippled Children in its annual appeal for funds, the

Carolina Dramatic Association of the University of North Carolina recently sponsored a Statewide dramatic contest in the writing of a one-act play dealing with the handicaps and achievements of crippled children. The contest closed on December 15, and the successful contestant is to be announced just as soon as the plays have been judged.

The "first-prize" play, according to C. E. McIntosh, Secretary of the N. C. League for Crippled Children, is to be produced throughout the high schools of the State during January, February and March with a view of bringing before the schools and the people of the State the case of the crippled child prior to the annual Easter Seal Campaign, when funds are solicited for the aid of these physically handicapped persons. Copies of the play will be furnished free to all high schools.

The Easter Seal Campaign, the goal of which is \$50,000 this year, has been approved by State Superintendent Clyde A. Erwin. "I hope teachers, principals, and superintendents will aid, in so far as possible," he states, "in bringing this matter before the children and patrons of the schools. This being unquestionably a worthy cause, I feel no hesitancy in pointing it out as an opportunity which teachers can seize in teaching lessons on 'charity and human-kindness,' and in helping those less fortunate than the great majority of able-bodied persons. I hope, therefore, that every school will do its part not only in helping make the campaign a success, but also in teaching the great truths involved in this worthy cause."

### INDIAN SCHOOL ESTABLISHED BY STATE BOARD

In compliance with an act passed by the General Assembly of 1941, the State Board of Education recently made provision for the establishment of a school for giving normal and vocational training to the Indian children of Sampson, Hoke, Scotland, Cumberland, Bladen, Person, and Harnett Counties. The school is to be located in Herrings township, Sampson County, about eight miles northwest of Clinton on U. S. Highway 421.

An allotment of \$10,000 from the contingency and emergency fund, in accordance with the law, was made available for the establishment of this institution, and a board of trustees was appointed by the Governor to have charge of its operation. State Superintendent Erwin will be ex-officio chairman of this board.

### SAFETY AND DRIVER TRAINING TEXT RECOMMENDED

The State Department of Public Instruction has completed arrangements to provide, in limited quantities, to the high schools of North Carolina a textbook, **MAN AND THE MOTOR CAR**, for students' use as supplementary material in the teaching of Safety Education and Driver Training. According to Department officials, special courses may be set up in Safety or the work in Driver Training may be given in conjunction with health, civics or social science courses. If the course is set up as a special subject, credit for graduation may be given on the basis of one quarter unit for 45 class periods of 40 to 60 minutes, or one half unit for 90 class periods.

In view of the tremendous loss of life due to motor vehicle accidents, the State Department feels justified in advocating the establishment of special classes in Safety Education in general and Driver Training in particular. Experience has demonstrated that education is the best approach to solving the problem of traffic accidents.

**MAN AND THE MOTOR CAR** is rated as one of the best publications on Driver Training. It is written for high school students. The usual price of this publication is \$1.00, but through the courtesy of the National Conservation Bureau the book may be secured from the State Department of Public Instruction, Raleigh, North Carolina, for 25 cents per copy. A teacher's manual will be provided free of charge with each purchase of twenty copies of **MAN AND THE MOTOR CAR**.

### CONSERVATION BOOK DISTRIBUTED

The book entitled "The Story of Conservation in North Carolina," recently written and published by the State Department of Conservation and Development, is now being distributed to superintendents for school libraries by the State Textbook Commission. The book was written by Paul Kelly, assistant director of the Department of Conservation and Development, and John C. Baskerville, formerly a member of the staff of that Department. According to State Supt. Clyde A. Erwin, it is to be placed on the library shelves of the various public schools as supplementary reading matter for elementary students, especially in geography and history classes.

The book, written in a conversational style, contains 386 pages including an index and many photographs illustrating the subjects discussed. It also includes pictures of former Governor Clyde Hoey, to whom it is dedicated, Governor J. M. Broughton, and the



State Board of Education during Governor Hoey's administration.

The book, as the name implies, deals with the natural resources of the State and the efforts made in conserving them. It discusses land uses, soil control, farm crops, water resources, electrical production, electrification, recreation, sports and commercial fishing, forestry, parks and public forests, game and fish laws, game conservation, mineral and industrial resources, and numerous protective conservation measures.

## NEW PUBLICATION ISSUED BY DEPARTMENT

"A Report on Special Education" is the title of a publication recently issued by the Department of Public Instruction. This publication describes "the present educational opportunities available for meeting the specific needs and interests of the physically handicapped, the mentally different, and the socially maladjusted in the public elementary schools and in the residential schools of the State." It also suggests a proposed program for the education of exceptional children. In brief, the publication is divided into three chapters: Chapter I being a statement of the problem and classification of terms; Chapter II on the present situation; and Chapter III proposing a new program for meeting the needs of these children.

The publication was prepared by Miss Annie Cherry, formerly supervisor of Halifax County, who was added to the staff of the Department of Public Instruction through the aid of a grant from the General Education Board for the specific purpose of making the study which culminated in this report.

In a "Foreword" State Supt. Clyde A. Erwin states, "It is hoped that this publication on Special Education may add to the awareness of the problem, and that it may be suggestive of some things which may be done. A very wholesome and stimulating philosophy characterizes and permeates the entire bulletin."

## SUPERINTENDENTS SERVE 21 YEARS

There are 14 county superintendents and 9 city superintendents, according to a comparison of the Directories issued by the State Department of Public Instruction for 1920-21 and for 1941-42, who have served their respective units as superintendent for 21 years or more. These superintendents are: H. W. Early, Bertie; T. R. Foust, Guilford; E. E. Sams, Lenoir; J. S. Edwards, Montgomery; L. S. Inscoc, Nash; R. H. Claytor, Orange; M. P. Jennings, Pasquotank; T. T. Murphy, Pender; T. F. Bulla, Ran-

dolph; L. J. Bell, Richmond; L. M. Peele, Scotland; J. C. Carson, Stokes; E. M. Rollins, Vance; and J. E. Allen, Warren.

The nine city superintendents are: H. P. Harding, Charlotte; A. S. Webb, Concord; J. H. Rose, Greenville; R. W. Carver, Hickory; J. C. Lassiter, Madison; H. B. Smith, New Bern; C. G. Credle, Oxford; L. J. Bell, Rockingham; R. M. Wilson, Rocky Mount, and J. N. Hauss, Thomasville.

Besides these 23 superintendents who have a record of 21 years or more of uninterrupted service, it is noted that H. H. McLean and S. G. Hasty have been superintendents for 21 years, or more, but that they are now serving as superintendents in different units than they were in 1920-21. It is also noted that F. A. Edmonson, R. S. Proctor, and N. F. Steppe are now county superintendents just as they were 21 years ago, but it is known that their record during these 21 years has been interrupted with work in other fields. Furthermore it is noted that five of the present county superintendents, namely: Joe R. Nixon, Lincoln; M. E. Yount, Alamance; K. R. Curtis, Wilson; E. D. Johnson, Edgecombe; and H. B. Marrow, Johnston, were superintendents of city units 21 years ago.

Besides the 9 city superintendents who have a record of 21 years or more of continuous service at one place, there were seven superintendents who were serving in a similar capacity with other city systems. These were: B. L. Smith, Greensboro; C. S. Warren, Lenoir; A. W. Honeycutt, Chapel Hill;

## OTHER CITY UNITS VOTE NINTH MONTH TERM

By a nearly 3 to 1 majority, the Elizabeth City administrative unit on November 25th voted a 16-cent levy to add a ninth month to the eight months State supported term. On December 9th the voters of the Edenton city administrative unit approved a 15-cent levy for a similar purpose. Lincolnton voted favorably for a ninth month on November 4th. Elections on propositions for the levy of local taxes for the support of a ninth month in Statesville (15-cents) and Thomasville (18-cents) are now pending.

The addition of the three units that have voted favorably on this question of adding a ninth month to the school term makes a total of 61—48 city, 2 county, and 11 school districts within county units. In seven of the 61 units, 1 city and 6 districts, the funds for the operation of the ninth month are provided by private donations (largely mills) rather than by tax levies.

Horace Sisk, Fayetteville; H. C. Miller, Mooresville; W. A. Graham, Kinston; and R. H. Latham, Asheville.

It is also noted that one county superintendent and three superintendents of charter districts in existence 21 years ago are now with the State Department: John L. Hathcock, G. H. Ferguson, H. C. West, and L. H. Jobe.

## PRIORITY RATINGS APPLICABLE TO SCHOOL PURCHASES

Preference Order P-22, amended, grants to educational institutions an A-10 priority rating on supplies for repairs, maintenance and operation of the educational program. This order greatly widens the scope of the original P-22 order and grants priority on all needed items except equipment. Schools are defined as producers (of education) and all items needed to carry out their program are included, with the restriction that the order shall not be used for the expansion of facilities.

"Operating expenses" is defined as any material which is essential to the operation of the producer's business and which is consumed in the course of such business. For a school system this includes instructional supplies.

"Maintenance" refers to up-keep of property and equipment.

"Repair" is defined as the restoration of a producer's property and equipment to a sound working condition.

The application of the preference rating is very simple—an endorsement on the purchase order of the following statement: "Material for Maintenance, Repairs, or Operating Supplies, Rating No. A-10 under Preference Rating Order P-22 amended, with the terms of which I am familiar."

The rating must not be used if material can be obtained without a rating. Neither shall the rating be used to pile up inventories in violation of Priorities Regulation No. 1. All orders using the rating must be segregated and preserved for audit by the Office of Production Management.

A thorough understanding of the priorities order is necessary before use can be made of its provisions. School officials who find it necessary to make use of the A-10 rating should write W. Z. Betts, Director of the Division of Purchase and Contract, Raleigh, for a copy of the order.

## 12-YEAR COMMITTEES MAKE REPORTS

At a meeting of the Central Committee of the Twelve-Year Program Study held in Raleigh, December 12-13, reports were made by the various sub-committees appointed to study the various subject areas.

(Continued on Page 12)



# Tar Heel History

*By Geraldine Coburn of The North Carolina Historical Commission*

## The Flight of President Davis

Although Richmond, the Confederate capital, had fallen and was being evacuated by Lee's starving and ragged army, Jefferson Davis, the Confederate President, could not feel like a beaten man. Making one last attempt to keep the capital of the Confederate States on Virginia soil, he went to Danville and assured the people that even if Lee surrendered the South would fight on, and he asked the people of the South to prepare themselves for a prolonged struggle. On April 10, 1865, however, after Lee had surrendered, Davis telegraphed the news to General Johnston and took a train to Greensboro—the beginning of the President's "flight into oblivion."

The Confederate government by this time was very unpopular, and since Stoneman's Federal cavalry had threatened to burn every house that received the retreating officials, the people of Greensboro were reluctant about asking the President or his staff to their homes. Because of this coldness most of President Davis's staff ate, slept, and lived in the dilapidated, leaky, uncomfortable railroad cars in which they had arrived, and they had a Negro boy cook them robbins for food. The President, however, stayed with Colonel John Taylor Wood, who was a member of his staff and whose family had just moved to Greensboro from Richmond. Also, the Secretary of the Treasury, George A. Trenholm, who was very ill, was carried off by an owner of a large house. This hospitality seems to have been offered to the sick man, however, largely because the host owned many bonds and much currency of the Confederate States that he wanted exchanged for the Treasurer's gold.

After spending several days in Greensboro, the President and his immediate staff mounted their horses, and with the others in their party driving ambulances and army wagons, started their slow journey southward. The first night after leaving Greensboro, they stopped at an unidentified house on the top of a hill. Little is known about the location of this house, but before Davis's departure the next morning, he was given a filly that his host had been keeping secretly locked in his cellar. The following night the President and his party camped in a pine grove four miles east of Lexington; the next night, April 17, they stayed at the home of the Rev. Thomas G. Haughton, the rector of St. Luke Episcopal Church in Salisbury; and on April 18 they stayed in a house in Concord that is now located on United States Route 29. Finally, on the fourth day after leaving Greensboro, the President and his staff reached Charlotte.

That city, however, proved to be anything but a haven of rest for the tired President and his party, for no sooner had Davis dismounted his horse than he heard the news of Lincoln's assassination. This was startling news to the President, who felt (as did many other Southerners) that Lincoln would have been far more useful to the Southern states than his successor, Andrew Johnson, and he, therefore, called the last meeting of the Confederate cabinet. Everything looked dark, and the President, hearing that an armistice between Johnston and Sherman had come to an end on April 24, 1865, because the Federal government had refused to ratify it, took to the road once again and started on his way to South Carolina.

More than a week passed, and on May 4 the Confederate government crossed the Savannah River into Georgia and soon reached the town of Washington, where the President's cabinet was formally disbanded. At this time also, Davis's family, traveling in the eastern part of the state on their way to the coast of Florida, were being pursued by stragglers and deserters from both armies, and the President, very much concerned over their welfare, joined them as soon as possible. On the evening of May 10 news was heard that a marauding party intended to attack the Davis camp, and the President himself, wearing his wife's raincoat and shawl and trying to escape, was captured by a trooper.

Soon after being captured, the President and his family were sent to Macon and Augusta where they met Vice-President Stephens and C. C. Clay, a member of the Confederate Senate, 1861-1863, from Alabama. Here they were put on a steamer to Port Royal, South Carolina. There they were transferred to a vessel bound for Hampton Roads, and, after several days detention, both Davis and Clay were removed to Fortress Monroe and placed in separate cells.

Some wished to try Davis, but he was finally released on bail, and was never tried. He lived for the remainder of his life at Beauvoir, his Mississippi home, where he wrote letters, histories, and made many speeches until his death in 1889.

# From The Office

## GUIDANCE SERVICE

Development of guidance services in local schools depends to a large degree on the availability of persons on the staff who are interested and are trained to do the job which needs to be done. The problem of training teachers to assume guidance functions is a two-fold one. In the first place, our directed program of in-service education must be carried out to reach those teachers already on the job but who have had little if any training in guidance. In the second place, more direct attention must be given to the training of teachers and counselors by teacher training institutions.

With this second purpose in mind, a committee was set up by the North Carolina College Conference to make a two-year study of the role of teacher training institutions with respect to training teachers for guidance.

The committee met for the first time in Greensboro on November 28 and recommended that the North Carolina College Conference Committee on collaboration with the State Department of Public Instruction include, as one of its special problems, the study of guidance as an element in teacher education and its relations to the public school curriculum.

It was the sense of those attending the conference that:

1. A basic course in guidance be required of all prospective teachers.
2. Institutions offering courses in guidance on the undergraduate level give due consideration to the education and experience of those persons authorized to give instruction in such courses.
3. Preparation for specialized service in guidance be restricted to the graduate level.
4. Graduate schools examine their offerings with the view of providing in proper balance a comprehensive treatment of this field, so as to include all of the important elements of a guidance program.
5. Any consideration of the proper areas of guidance includes the needs of individuals throughout the span of life, rather than a restriction to any particular period of development.

6. Institutions having adequate extension facilities offer appropriate courses or services in guidance for the in-service education of teachers and that these courses or services be built around the needs of the local community.

7. The problem of certification for specialized service in guidance be deferred until a further study is made and the issues clarified.

Sub-committees were set up to make a special study of Numbers 1, 3, and 7 in the above list.



# Education Quiz

(Answers on Page 12)

Test your knowledge about public education in North Carolina. Check the following statements true or false. Give yourself credit for 5 points for each statement marked correctly. A score of 75 is fair, a score of 85 is average, and a score of 95 is excellent.

1. The first law providing for a public school system was enacted in 1825. True—False—.
2. The first State Superintendent was Calvin H. Wiley. True—False—.
3. The first legal provision for public high schools was made in 1907. True—False—.
4. More than 30,000 boys and girls graduated from the public high schools in 1940. True—False—.
5. North Carolina ranks next to South Carolina, or about 46th among the States, in public education. True—False—.
6. The first public school in North Carolina was erected in Bath in 1728. True—False—.
7. The first appropriation for the support of public schools was made in 1754 (6,000 pounds). True—False—.
8. The first public school to be supported in part from public taxation was established at New Bern. True—False—.
9. Free public education in North Carolina began in 1839. True—False—.
10. The beginning of State aid to public education was in 1840. True—False—.
11. Calvin H. Wiley was called "the Father of Common Schools." True—False—.
12. There were 975 public high schools in operation in the State during 1939-40. True—False—.
13. Approximately \$27,000,000 from State Funds was expended for the operation of the eight months school term during 1940-41. True—False—.
14. The teachers and principals of the State received approximately 83 per cent of this amount. True—False—.
15. Textbooks are furnished free to all school children. True—False—.
16. School attendance is compulsory for all children between the ages of 6 and 14. True—False—.
17. The public schools are operated by the State for an eight months term. True—False—.
18. The total public school bill from all sources and for all purposes for 1938-39 was approximately \$30,000,000. True—False—.
19. A teacher may resign her position any time during the school year by giving 30 days notice. True—False—.

# Laws, Rulings, and Opinions

## PRIVATE ELEMENTARY SCHOOLS: JURISDICTION AND RESPONSIBILITY OF COUNTY SUPERINTENDENT OF PUBLIC SCHOOLS:

*Reply to Inquiry:* You inquire as to what is the responsibility of the school authorities, including superintendent of public instruction, as to the establishment and maintenance of private elementary schools.

I am able to find only three sections of the Annotated Code which refer to private schools—Section 5440, which is as follows:

"5440. *Subjects taught in the elementary schools.* — The county board of education shall provide for the teaching of the following subjects in all elementary schools having seven grades or seven years: Spelling, reading, writing, grammar, language and composition, English, arithmetic, drawing, geography, the history and geography of North Carolina, history of the United States, elements of agriculture, health education, including the nature and effect of alcoholic drinks and narcotics, and fire prevention.

"It shall be the duty of the State Superintendent of Public Instruction to prepare a course of study outlining these and other subjects that may be taught in the elementary schools, arranging the subjects by grades and classes, giving directions as to the best methods of teaching them, and including type lessons for the guidance of the teachers. The board of education shall require these subjects in both public and private schools to be taught in the English language, and any teacher or principal who shall refuse to conduct his recitations in the English language shall be guilty of a misdemeanor, and may be fined or imprisoned in the discretion of the court."

Section 5537, which is as follows:

"5537. *Power to contract with private schools.* — In any school district where there may be private school regularly conducted for at least six months in the year, unless it is a sectarian or denominational school, the school committee with the approval of the county superintendent may contract with the teacher of such private school to give instruction to all pupils of the district between the age of six and twenty-one years in the branches of learning taught in the public schools, as prescribed by law, without charge to pupils and free tuition. The amount paid such private school for each pupil in the public school branches, based on the average daily attendance, shall not exceed the regular tuition rates in such school for branches of study."

Section 5757, which is as follows:

"5757. *Parent or guardian required to keep child in school; exceptions.*—Every parent, guardian or other person in the State having charge or control of a child between the ages of seven and fourteen years shall cause such child to attend school continuously for a period equal to the time which the public school in the district in which the child resides shall be in session. The principal, superintendent, or teacher who is in charge of such school shall have the right to excuse the child from temporary attendance on account of sickness or distance of residence from the school, or other unavoidable cause which does not constitute truancy as defined by the State Board of Education. The term 'school' as used in this section is defined to embrace all public schools and such private schools as have tutors or teachers and curricula that are approved by the county superintendent of public instruction or the State Board of Education.

"All private schools receiving and instructing children of compulsory school age shall be required to keep such records of attendance and render such reports of the attendance of such children as are required of public schools; and attendance upon such schools, if the school or tutor refuses or neglects to keep such records or to render such reports, shall not be accepted in lieu of attendance upon the public school of the district, town or city which the child shall be entitled to attend: Provided, instruction in a private school or by private tutor shall not be regarded as meeting the requirements of the law unless the courses of instruction run concurrently with the term of the public school in the district and extend for at least as long as a term."

Unless I have overlooked some pertinent statute, it would appear that the school authorities, including the county superintendents, would only have the jurisdiction authorized in the sections above referred to.

If you are aware of any other provisions in the law which would have any application, please advise me and I will give the matter further consideration.—Attorney General, October 8, 1941.

## WRITTEN CONSENT

No person, agent, representative or salesman shall solicit or attempt to sell or explain any article of property or proposition to any teacher or pupil of any public school on the school grounds or during the school day without having first secured written permission and consent of the superintendent, principal or person actually in charge of the school and responsible for it.—1933 Law, C. 220, S. 1.



## School Paper Notes

During this current school year a number of the school papers of this State have had editorials about some phase of the "national defense" question. What is more many of these editorials are well written and to the point. We are giving in this number of the BULLETIN a few examples of this type.

*The Plainsman*, White Plains High School, for November, 1941, had an editorial entitled "Our Part in National Defense," in which it says, "when we hear the expression 'National Defense' we too often think of something far away that doesn't concern us a great deal. True, we realize that it's all being done for us, but we don't realize what a great part each of us may play . . . As high school boys and girls, we can see to it that our minds and bodies are so well nourished that, whatever the task may be ahead for each of us, we will be ready for it—mentally, physically, and spiritually."

In a signed editorial entitled "Call for National Defense" the Co-Ho-Pa of the Corinth-Holders School in Johnston County says, "The United States Government has called on everyone in the United States to help the National Defense Program. We, the people on the farm, have been called on to double food production. We cannot double food production unless we know how to raise crops and animals. We can learn how to double food production in the 4-H Club . . . Boys and girls, let's all help the National Defense Program by joining the 4-H Club."

"We Can Do Something" is the title of a full column editorial in *The Philadelphian*, Philadelphus High School, Route 2, Red Springs, signed by Margaret Gilchrist, assistant faculty adviser. This editorial begins by calling attention to the "air show" being put on in the vicinity of the school and the thoughts that such maneuvers call forth. "High School students," Miss Gilchrist states, "today will be the makers of machines, the operators of them and perhaps the victims of them tomorrow. In legislative halls and at the ballot box, we are to form the policies which will govern the use of machines. Will there be such means of control at our disposal?" she asks. "Will representative government survive? . . . Is there anything we can do? Of course we can do something," Miss Gilchrist answers her own question. "We can plan to take our part in that future America . . . We can practice now in our work, play and study the elementary principles of democracy such as honesty, unselfishness and cooperation so that we will understand that democracy is a way of living, not words".

## QUIZ ANSWERS

1. False—In January 1839.
2. True.
3. True.
4. True.
5. False—Ranks near Arizona and Florida—about 39th.
6. False—In Edenton, in 1745.
7. True, but it was never used for the purpose for which appropriated.
8. True.
9. False. In 1776, at New Bern—by the free admission of poor children.
10. False. In 1776, at New Bern—by the donation of land by the General Assembly for a public school.
11. False. Archibald D. Murphy.
12. True. 751 white; 224 Negro.
13. True.
14. True.
15. False. Only basal textbooks to children in grades 1-7 are furnished free.
16. False. From the ages of 7 to 13, inclusive.
17. False. Local funds are used for "Maintenance of Plant" items, as well as supplementary to other objects of current expense in many units.
18. False. \$38,266,011.29.
19. False. A teacher desiring to resign must give 30 days notice prior to the opening of school. Of course, the governing board may release a teacher from her contract if circumstances justify such action. (See Ruling in December BULLETIN.)

## NOTES AND ANNOUNCEMENTS

(Continued from Page 9)

These reports were adopted tentatively by the Central Committee with the understanding that an over-all committee composed of the chairmen of the several sub-committees, the Chairman of the Central Committee, Dr. J. Henry Highsmith, the Coordinator, H. Arnold Perry, and representatives of the Division of Negro Education of the State Department, would review the reports making such corrections and editing as will be necessary prior to their being put in mimeograph form for distribution to the members of the Committee and to the superintendents. It was the further notion of the Committee that the entire report as mimeographed would be subject to further corrections and changes by the Committee upon the recommendation of the individual members of the Committee and superintendents.

The over-all committee will meet on January 2, 1942, to review these various reports, and it is hoped that the complete report in the form of a bulletin will be available for distribution.

## Press Clippings

*New Bern.* Plans are progressing to raise \$2,400 for uniforms for the high school band. The present plans call for approximately 80 uniforms which will cost \$30 each for both the boys and the girls in the band.

*Asheville.* Several city schools have entered the annual school yard beautification contest in competition for the Bynum award, it was recently announced.

*Wilson.* S. G. Chappell, city superintendent of schools, said recently that work had been started on a new two-story \$70,000 physical education center for the Charles L. Coon High School.

*Pender County.* The topic for discussion at the next regular county-wide white teachers' meeting to be held in the county courthouse auditorium will be "Know Your County."

*Washington County.* The Washington County Board of Education Monday (December 4) cited lack of funds and lack of facilities for consolidation of rural schools as reason for the county's inability to enter into an agreement to transport Negro children from the Scuppernon Farms settlement to the Cherry school.

*Iredell County.* The Iredell County Board of Education this morning (December 1) passed a resolution asking the county to take steps toward a definite procedure for the county-wide school building program.

*New Hanover County.* The value of vocational guidance in a modern educational system was discussed by H. M. Roland, school superintendent, at the Kiwanis Club meeting Wednesday.

*Catawba County.* Superintendent M. C. Campbell has requested that all county school principals attend or send representatives to a "safety school" to be conducted Friday afternoon at the Gastonia High School between the hours of three and five o'clock.

*Greenville.* Fire drills are being conducted in each school in the city system each month and Chief Gardner said that in addition to getting the students fire conscious so they would not become panicky in case of a real fire.

*Burke County.* Junius Allison, Asheville lawyer, explained the "teeth in the school laws" passed by the last State legislative body in Raleigh, at a meeting of Burke County teachers in Valdese Tuesday night.

*Cabarrus County.* Appalled at the number of men rejected by draft boards all over the county because of physical unfitness, the Cabarrus County unit of the N. C. Education Association began wondering if schools were doing their part in training children to safeguard their most precious asset—their health—so they might develop strong bodies for the better defense of America.



JAN 30 1942

CAROLINA

CP 370.5  
THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN

Principal Elton Sch  
Chapel Hill



**A**MERICA is now engaged in war — total war.

Victory will come, but it will not come easily. The months ahead are months of trial, of sacrifice, of hardships. Every loyal American must do his part by doing a better job, and by giving an extra measure of service.

That the schools will do their part I have no doubt. They are a part and parcel of all that is America—a concrete expression of her freedom, her democracy, her opportunity.

*Clyde A. Erwin*

February  
1942

Volume VI  
Number 6



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar of Events .....	2
Cover Picture .....	2
Editorial Comment—	
The Schools and National Defense.....	3
Please Pay Your Bills.....	3
Notes and Announcements—	
Students of Agriculture To Plant Gardens .....	4
Railway Transportation Kit Available....	4
Classroom Teachers To Hold South- eastern Regional Conference .....	4
Bird Club Sponsors Official State Bird .....	4
School Administrators To Meet in San Francisco .....	4
Twelve Year Program Study Mimeo- graphed .....	4
Institutes on Health and Physical Education Conducted .....	4
Brotherhood Week to be Observed.....	5
Former County Superintendent Dies.....	5
Scouting Manual Issued .....	5
Warren N. C. History Text To Be Used .....	5
Northampton Employs Supervisor.....	5
Conferences on Teacher Education to be Held .....	5
State School Facts—	
Salaries Paid Teachers—State Funds....	6-7
Schools and Defense—	
Governor Appoints Defense Committee for High Schools .....	8
On the "Firing" Line .....	8
Details for Required Health and Physical Education Course Announced .....	8
Union County Has Unique Forum Plan ..	9
Future Farmers Aid in Defense Program ..	9
How School Youth Can Aid in Defense ..	9
Occupational Deferment Allowed Teachers .....	9
War Films Released .....	9
Students Take Exams for University Entrance .....	9
Tar Heel History—	
Susan Dimock, North Carolina's First Woman Physician .....	10
From the Office—	
Clerical Correspondence Course for NYA Out-of-School Youth .....	10
Education Quiz .....	11
Laws, Rulings, and Opinions—	
Disbursement of State Funds .....	11
Roads and Highways; Width and Right-of-Way .....	11
Fines Collected by Mayor of Municipal- ity in Criminal Actions; Disposi- tions .....	11
School Paper Notes .....	12
Quiz Answers .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

February 1, 1942

### To Superintendents, Principals and Teachers:

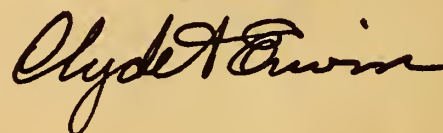
Early in January, a letter was written to county and city superintendents apprising them of the personnel of the Committee of Coordination of High Schools for the Defense Program recently appointed by Governor Broughton and listing certain areas of activity suggested by the Committee in which the schools can aid in the National Defense. Subsequently, Dr. J. Henry Highsmith advised the superintendents with reference to requirements for graduation in the case of students who take Defense courses. Elsewhere in this BULLETIN we are giving articles about these matters.

In this letter, I not only wish to call these articles to your attention, but also to emphasize the necessity of cooperation by the schools in gearing our program in the direction that will produce the best results for the preservation of the nation and its democratic institutions, including the schools themselves.

As soon as possible the Committee will prepare brief and specific suggestions of what can be done by the schools; these will be forwarded to the superintendents as rapidly as they are available. In the meantime, you as teachers and principals should proceed to make your contribution to the cause in the best way that you can devise. The whole plan will involve the use of existing resources. There are no new funds or personnel available.

Please keep us fully informed about what you are doing under this effort. We want to use such information in our new "School and Defense" page, as well as release it to the daily newspapers.

Very truly yours,



State Superintendent of Public Instruction

## Calendar of Events

- 2—Ground Hog Day
- 3—Sidney Lanier's 100th Anniversary
- 8—Boy Scout's Anniversary
- 8-15—Negro History Week
- 11—Thomas A. Edison's birthday
- 12—Abraham Lincoln's birthday
- 14—Valentine Day
- 15-22—Brotherhood Week
- 22—George Washington's birthday

## Cover Picture

Instead of the regular cover picture on this number of the BULLETIN, a paragraph from a letter to county and city superintendents from State Superintendent Clyde A. Erwin is reproduced. This paragraph is introductory to an announcement by Superintendent Erwin of a Committee of Coordination of High Schools for the Defense Program appointed by the Governor. Elsewhere in this publication is an article about the work of the Committee.



# North Carolina Public School Bulletin

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*

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## Editorial Comment

### THE SCHOOLS AND NATIONAL DEFENSE

In a meeting composed of county and city superintendents, members of various defense agencies, and representatives of colleges and other agencies related to public schools held in his office on Dec. 19, 1941, the Governor raised certain questions about what the schools can do *now* to vitalize, increase, and expand their activities.

These questions were:

1. What can be done in high schools to improve the health of students and thereby equip them for increasingly effective service in National Defense?
2. To what extent can the present program of physical education be expanded and extended to reach all high school boys and girls with the benefits of the program?
3. How can the high schools render increased assistance in National Defense activities, such as first-aid and similar work?
4. In what other ways than those just suggested can the school use its present personnel and equipment to promote National Defense?

As a result of the discussion arising out of these questions it was decided that the Governor should appoint a Committee to organize the various suggestions made and suggest "what the schools can do to aid in National Defense." Elsewhere in this BULLETIN the full suggestions of the Committee are given. A statement concerning

the details of the required program of Health and Physical Education, which has already been launched, is also presented in this BULLETIN.

It appears, therefore, that a start is being made now, this school year; and it is expected that from this experience the program will be refined and made more widespread with the opening of schools next fall. Many superintendents, principals and teachers have expressed their willingness to co-operate in making this particular program as effective as possible.

Although a great impetus has been given the program of Health and Physical Education by the Defense Program, many educators have been thinking for years that such a program in the schools should be broadened. True, health instruction in the grades, fifth and sixth, has been a basal course all the time. And biology and physical education has been offered in some high schools. But an honest-to-goodness Health and Physical Education program, from the first to the twelfth grades, should become a definite part of the curriculum in every public school.

In 1938 the State Department of Public Instruction added a man to its staff, who would work with the schools in inaugurating programs of health and physical education. In 1940 a 350-page manual for teachers of health and physical education was issued. As a result of this State assistance, many of the larger schools have added courses in physical education and health.

The suggestion is made now, in view of the national emergency, that the program be made a requirement for graduation for boys enrolled in the upper two grades (10th and 11th, or 11th and 12th), and that girls be given courses in first-aid, home nursing, and safety. Credit would be allowed for completion of the course.

The introduction of such a course on a compulsory basis should meet with the approval of patrons of the schools. There is no doubt of the need for a sound course in the fundamentals of health, and it cannot be denied that physical education is a necessary part of the development of boys and girls. The thing that puzzles us is that it should take an emergency—a war—for us to realize the necessity of this program. We suppose, however, that this is an example of how democracy works—we don't like the words "required" and "compulsory," even though, in a democratic society, we must have discipline. Now, that we are beginning to discipline ourselves, let us also learn to discipline ourselves not only for war but for peace. "A sound mind in a sound body" is a good slogan for all times, and for the good of each individual student as well as society as a whole a required course in health and physical education will be an advanced step for public education.

### PLEASE PAY YOUR BILLS

Almost every week some person or company writes to the State Department of Public Instruction stating that "So-and-So," a teacher or principal of the public schools, purchased certain products for which payment has not been made, owes "balance" on money borrowed, or has not paid a debt of some kind.

These inquiries usually read like this: "On August 26, 1940, we sold to the.....High School a quantity of our products, and invoiced the sale to the school. This invoice amounted to \$51.43. At the request of the principal,....., we arranged for this bill to be paid in four equal installments, one a month. About eighteen months have passed and we have not received payment for this account or any response to our request for payment. We have written numerous letters, but have never yet received a reply. We would like you to advise us how we might go about collecting this account."

The Department, as most people know, cannot be a collecting agency for outstanding obligations made by school employees. About all it can do is to advise the company or person with whom the account is made to take up the matter with the local superintendent, who, although he has no legal authority to compel payment, may drop a gentle hint that it is to the welfare of that school employee to pay or make arrangements for payment of his honest debts, or make satisfactory explanation of why such has not been paid.

Teachers and principals, above all, should make every effort to keep their names in the matter of honesty and fair dealing above reproach. This paper well realizes that there are many concerns or their representatives who make false claims for their products. We have warned school people about "buying before investigating" and "signing before reading," but we believe that there are too many school employees who fail to live up to their promises once they are entered into on a fair basis and in accordance with honest motives.

We as school people set the standard, both by precept and example, for the children. The standard should be on a high plane, if we expect our schools to prosper and our good name to continue,



## Notes and Announcements

### STUDENTS OF AGRICULTURE TO PLANT GARDENS

The 20,000 high school students in vocational agriculture and the over 10,000 evening class adult farmers will be urged to have farm gardens this year, stated Roy H. Thomas, State Supervisor of Vocational Agriculture, in outlining the part the vocational agriculture schools and students can plan in the State-wide garden campaign now being directed by the North Carolina Extension Service in co-operation with other agricultural agencies.

These thirty thousand students are located in 489 communities in 89 counties of the state. The 489 teachers of vocational agriculture are in a strategic position to advise farmers of their communities on the problems involved in growing gardens.

Mr. Thomas attended the recent garden conference, called by Secretary of Agriculture Wickard, in Washington. At this conference plans were made for carrying out the national garden campaign.

The 20,000 high school students of vocational agriculture will carry on their garden program as a part of their school instruction and home practical work as each boy studying agriculture must put into practice on his home farm some of the principles taught in the classroom.

When the 10,000 adult farmers meet in evening classes in January and February, they will make plans under the guidance of the teachers of vocational agriculture for planting the gardens.

Teachers of vocational agriculture and their students are taking an active part in the Food For Freedom program designed to grow more food and feed. The boys are devoting more of their land this year to the growing of food crops.

### RAILWAY TRANSPORTATION KIT AVAILABLE

A "Teacher's Kit" for a study of railway transportation in the grade schools is announced by the Association of American Railroads. The Kit consists of a 56-page Teacher's Manual, 56 railroad pictures, and a 72-page booklet entitled "The Stories Behind the Pictures."

The Teacher's Manual contains several pages of suggestions for organizing transportation units in primary and intermediate grades, a chronology of American railroads, an address list of the principal railroads of the United States, railway mileage and other statistical data, and a bibliography of story books, textbooks, reference books, histories, readers, songs, poems and music pertaining to engines, trains and railway transportation generally.

The pictures, each about 10½ x

7½ inches in size, are in loose form and are printed on one side of the paper only. They may be mounted on cardboards hung on the wall, or passed around among the children.

As its name indicates, the booklet entitled "The Stories Behind the Pictures" contains a story for each of the 56 pictures. These stories supply the teacher with factual material pertaining to railway history and development, railway occupations, railway operations, transportation services and the relation of railway transportation to our basic industries.

The Kit is being distributed free of charge to superintendents, supervisors, principals and teachers upon written requests. Address: Association of American Railroads, Transportation Building, Washington, D. C.

### CLASSROOM TEACHERS TO HOLD SOUTHEASTERN REGIONAL CONFERENCE

The Second Southeastern Regional Conference, sponsored by the NEA Department of Classroom Teachers, will be held at the University of Kentucky, Lexington, on Saturday, March 28, 1942. The theme for the conference is "The Protection of Democracy Through Education."

Arrangements for the conference are being made by Margery H. Alexander, Southeastern Regional Director, and Dr. William H. Taylor, Dean of the School of Education, University of Kentucky.

Two of the outstanding educational leaders who will speak at the conference are Myrtle Hooper Dahl, President of the National Education Association, and Dr. Donald Dushane, Secretary of the Commission to Defend Democracy Through Education.

A cordial invitation is extended to all educators to attend this conference.

### BIRD CLUB SPONSORS OFFICIAL STATE BIRD

The North Carolina State Bird Club is sponsoring a campaign among the schools and nature organizations of the State for the selection of a bird to be recommended to the 1943 Legislature for adoption as the official State bird. A majority of the states have adopted "State birds."

In this campaign the aid of every classroom teacher in North Carolina is requested. Suggestions regarding the method of balloting by school children will be published next month. Meanwhile, in order to encourage conservation of our wild life and to secure a wider knowledge and appreciation of some of our common birds, the N.C.B.C. proposes the following as some of the "candidates" for school study and

discussion: Bluebird, Cardinal, Carolina Wren, Goldfinch, Meadow Lark, Mourning Dove, Red Headed Woodpecker, and Robin.

### SCHOOL ADMINISTRATORS TO MEET IN SAN FRANCISCO

"Education for a Free People," has been selected as the theme of the coming convention of the American Association of School Administrators to be held in San Francisco—February 21 to 26, 1942. The convention is expected to attract more than 12,000 registered delegates.

Dr. W. H. Pillsbury, president of the Association, recently visited San Francisco in company with S. D. Shankland, executive secretary, and H. A. Allan, business manager, to discuss with educational and city officials, plans for the largest convention which it has been the honor of San Francisco to entertain.

Said President Pillsbury: "In coming to California, it is our hope that the school administrators of the United States will find this an experience that will bring them rich professional and cultural returns. At this time when a common bond of sympathy and understanding is so essential, we believe that holding our national convention for the first time on the Pacific Coast, thus bringing the superintendents of the entire country to the west, will serve as a factor of no small importance in creating that unity so important to national morale."

### TWELVE YEAR PROGRAM STUDY MIMEOGRAPHED

The Twelve Year Program study, which has been in process for the past several months by committees appointed in accordance with the law, has now been issued in mimeograph form as an experimental edition. Copies of this first edition are being mailed to all members of the Central Committee, which had charge of preparing the bulletin, and to all county and city superintendents.

Before submitting the report to the Executive Committee with the recommendation that it be printed, it is planned to get all additional suggestions and criticisms of the outlined program from those actually at work in the field as well as the members of the Central Committee. It is hoped that all suggestions may be made immediately to the Coordinator of the Program, Mr. H. Arnold Perry, Raleigh, N. C.

### INSTITUTES ON HEALTH AND PHYSICAL EDUCATION CONDUCTED

In order to stimulate further interest and participation in a State-wide program of health and physical



education in the schools throughout the State, eight institutes were held in eight separate localities simultaneously on January 17. These institutes, sponsored by the N. C. Association for Health, Physical Education and Recreation in cooperation with the State Department of Public Instruction, were attended by teachers of health and physical education, principals, and superintendents.

The meetings were held at the following institutions:

Asheville College  
North Wilkesboro High School  
High Point College  
Shelby High School  
Charlotte High School  
Sanford High School  
Tarboro High School  
Elizabethtown High School

The program in each instance covered the proposed program in health and physical education as proposed by the Department of Public Instruction to meet the needs of this present emergency. They were a follow-up of the program advocated by the Committee on Coordination of High Schools for the National Defense. Speeches over the radio by both Governor Broughton and Superintendent Erwin were broadcast as parts of the programs.

## BROTHERHOOD WEEK TO BE OBSERVED

Brotherhood Week, which is sponsored by the National Conference of Christians and Jews, will be observed this year during the week of February 15-22. This organization, founded by Charles Evans Hughes, S. Parks Cadman, Newton D. Baker, and others, strives to promote justice, unity, understanding, and cooperation among Protestants, Catholics and Jews in America.

Material giving suggestions for Brotherhood Week observance in the schools has been mailed to all county superintendents by the Conference. In a letter endorsing the idea, President Roosevelt said, "More than ever before, now is the time for men of good will in America to stand and work together for national unity, to build understanding on the foundation of justice and freedom for every citizen."

In commenting on the proposed observance in the schools of North Carolina, State Superintendent Clyde A. Erwin stated, "This observance will fit in nicely as a defense activity. It is a time, when the schools can point out that intolerance and race hatred have no place in a democratic country. This observance gives a splendid opportunity for teaching good will, friendship and understanding among all races and religious faiths. I hope that as many schools as possible will observe this occasion by appropriate exercises."

Suggestions for the observance of Brotherhood Week in the schools may be obtained from the regional office of the Conference (named

above), 730 Southern Bldg., Washington, D. C.

## FORMER COUNTY SUPERINTENDENT DIES

M. D. Billings, superintendent of Macon County for twenty-five years, died suddenly at his home at Franklin, N. C. on January 9. Before becoming superintendent of the county schools, Mr. Billings was principal of the Franklin High School. He retired from school work on June 30, 1939.

In commenting on his death, the *Asheville Citizen-Times* stated editorially, "Mr. Billings brought the Macon County schools into the front rank of the State's public school system. He was one of the leaders in the State movement for compulsory school attendance. He was, all in all, a most useful citizen and his influence will persist after him."

## SCOUTING MANUAL ISSUED

*Scouting in the Schools*—A Manual of Practical Procedures Related to Scout Activity and Cooperative Relationships has been issued by the Committee on Scouting in the Schools, Boy Scouts of America, Two Park Avenue, New York City. This pocket-size, ninety-five page manual presents a practical approach to school-community relationships which should be helpful to teachers, principals, superintendents, and school boards in their efforts to supplement the school by utilizing all constructive social forces in the community for the growth and development of young Americans.

Chapter I reviews the educational principles, objectives, and functions common to Scouting and the schools. Chapter II presents a resume of the leadership of Scouts in high school and college. The many and varied contacts between the schools and the Boy Scouts of America are reviewed in Chapter III. Practical suggestions on school cooperation with organized Scouting in the local community are given in Chapter IV. This chapter also tells how to organize a Scout Troop, a Cub Pack, and a Senior Scout Group.

*Scouting in the Schools* is available through the Local Council Office or the National Supply Service, Boy Scouts of America, Two Park Avenue, New York City, at twenty cents a copy, catalogue number 3117.

## WARREN N. C. HISTORY TEXT TO BE USED

Under a recent agreement signed by the State Board of Education with Jule B. Warren, author of the history text "North Carolina, Yesterday and Today," which was discontinued by the State Board of Education because of the numerous errors found in the book after it

was adopted, the Warren text will be reprinted, after all necessary changes and corrections have been made, by the State Department of Public Instruction and used in the schools until the State has been fully reimbursed in the sum of \$46,200, the amount paid for the original 105,000 copies of the book. After the State has been reimbursed to this extent, all rights in the book will revert to Warren. At that time the State Board of Education may either contract with Warren for continued use of the book or it may adopt a new North Carolina text.

Dr. R. H. Woody, Duke University history professor, Supt. Erwin, and Mr. Warren, have been named as a committee to eliminate the errors in the text as it was first issued.

## NORTHAMPTON EMPLOYS SUPERVISOR

Miss Mary Vann O'Briant of Durham has been employed as supervisor for the public schools of Northampton County. Miss O'Briant studied at the University of Virginia and Duke University. She began work in the Northampton administrative unit in August, 1941.

Prior to her employment by the Northampton County Board of Education, Miss O'Briant taught in Wilson, Columbus, Cabarrus and Swain counties. In the last named county she served for the past nine years as teaching principal of the Bryson City Elementary School.

The employment of Miss O'Briant as supervisor of the Northampton County administrative unit makes a total of six county units in the State that now have supervisors. These five other units are: Davidson, Durham, Forsyth, Johnston, and Mecklenburg.

## CONFERENCES ON TEACHER EDUCATION TO BE HELD

North Carolina is now at the very forefront in its quantitative requirements for teachers. An undergraduate degree is one requirement for all beginning teachers, both elementary and secondary. A Graduate Certificate is now being issued classroom teachers which has as one of its prerequisites a master's degree.

For some time to come there can not be much further advance in the general quantitative requirements for teachers. Having almost reached the ideal in this area of quantity it is now time to consider the qualitative aspects of teacher education. A beginning was made about a year ago when two State-wide conferences on Supervised Teaching were held. One of the proposals made at that time was that State-wide committees be set up to study all the possible areas of teacher education that would have to do with improving the quality of teaching.

(Continued on Page 12)



# STATE SCHOOL FACTS

# Salaries Paid Teachers --- State Funds

Table I

Although this discussion is concerned mainly with the average salaries paid teachers from State Funds, the picture cannot be clearly presented without indicating what is contributed on an average by local funds. Consequently, Table I of this group of tables gives the average annual salaries paid teachers, not including vocational teachers, from all funds in a parallel column to that giving the average annual salaries paid teachers from State funds—the Eight Months' School Fund.

True, it is generally known that the majority of teachers in North Carolina are paid entirely from State funds; but in some instances, notably in units that have voted extra taxes, teachers are paid an extra month's salary as well as a

Table II

At the outset, it should be stated that the standard salary schedule, in accordance with which State funds are paid, makes no distinction between elementary and high school teachers. The distribution of State funds, however, for the payment of salaries of Negro teachers, is not made on the same basis as that

## II. SALARIES PAID TEACHERS—STATE FUNDS

Year	White Teachers			Negro Teachers		
	Number	Total Salaries Paid	Average Annual Salary	Number	Total Salaries Paid	Average Annual Salary
In Elementary Schools						
1933-34	12,287	\$ 7,215,045.92	\$587.21	5,745	\$2,212,860.69	\$385.18
1934-35	12,139	7,418,765.90	601.25	5,791	2,322,464.81	401.05
1935-36	12,304	9,049,040.19	735.46	5,820	2,890,584.07	496.66
1936-37	12,275	9,573,759.50	779.94	5,855	3,123,328.09	533.45
1937-38	12,141	10,587,884.66	872.08	5,773	3,508,599.02	607.76
1938-39	12,108	10,768,025.08	889.33	5,824	3,680,385.74	631.93
1939-40	12,082	11,072,160.95	916.42	5,864	3,935,790.36	671.18
1940-41	11,965	11,189,481.12	935.18	5,814	4,231,862.55	727.87
In High Schools						
1933-34	3,298	\$2,139,335.95	\$648.74	590	\$281,878.35	\$477.76
1934-35	3,365	2,194,615.52	648.50	652	314,931.57	483.02
1935-36	3,544	2,791,216.97	787.59	720	417,228.46	579.55
1936-37	3,720	3,022,227.08	812.43	787	486,850.12	617.05
1937-38	3,854	3,479,207.18	895.78	859	579,777.32	676.52
1938-39	4,080	3,656,697.68	896.25	913	622,010.04	681.28
1939-40	4,279	3,875,913.23	905.80	982	696,756.95	709.53
1940-41	4,423	4,048,052.32	915.23	1,071	813,933.45	759.98
In All Schools						

used for estimating the needs for the payment of salaries of white teachers. Salaries paid all teachers, however, are based upon training and experience as evidenced by the certificate held by the teacher and her official experience record.

It will be noted from this table that the average salary paid teachers from State funds, both white and Negro, has increased during the period covered. The average annual salary for all white teachers increased from \$600.23 in 1933-34 to \$929.80 in 1940-41. Negro teachers' salaries, on the other hand, increased from an average of \$393.80 annually in 1933-34 to \$732.87 in 1940-41.

Figured on a monthly basis, the average white teacher received \$116.23 for eight months last year (1940-41) whereas the average Negro teacher received \$91.61 for the eight months' school term supported by the State.

Upon further examination of this table, it will be noted that the average salary of white teachers in elementary schools for the past

### I. AVERAGE SALARIES PAID TEACHERS

Year	White		Negro		Total	
	State	*Total	State	*Total	State	*Total
1933-34	\$600.23	\$622.11	\$393.80	\$407.30	\$540.57	\$560.22
1934-35	611.38	621.06	409.34	415.31	532.66	561.29
1935-36	747.11	765.38	505.79	520.85	676.62	694.29
1936-37	787.50	820.44	543.37	570.59	715.85	748.03
1937-38	877.82	915.99	616.65	646.86	801.39	838.31
1938-39	891.08	933.80	638.62	671.20	816.89	856.52

\* Not including vocational teachers paid from State and Federal funds combined.

#### IV. SALARIES PAID TEACHERS FROM STATE FUNDS, 1940-41 — COUNTY UNITS

Unit	White Teachers			Negro Teachers		
	Number	Total Salaries Paid	Average Salary Paid	Number	Total Salaries Paid	Average Salary Paid
Alamance	172	\$159,931.95	\$929.84	59	\$45,345.15	\$768.36
Alexander	90	82,128.95	912.54	11	7,538.12	685.28
Alleghany	56	45,444.15	811.50	4	2,020.00	505.00
Anson	66	60,419.20	915.75	80	55,397.99	692.47
Ashie	165	132,763.05	804.64	4	2,242.00	560.50
Avery	104	91,610.30	880.87	2	1,160.00	580.00
Beaufort	95	87,506.95	921.12			
Bertie	100	90,000.00	900.00	1		
Blenheim	100	90,000.00	900.00	1		
Bolton	100	90,000.00	900.00	1		
Burke	100	90,000.00	900.00	1		
Camden	100	90,000.00	900.00	1		
Carter	100	90,000.00	900.00	1		
Catawba	100	90,000.00	900.00	1		
Chatham	100	90,000.00	900.00	1		
Cherokee	100	90,000.00	900.00	1		
Clay	100	90,000.00	900.00	1		
Columbus	100	90,000.00	900.00	1		
Crowley	100	90,000.00	900.00	1		
Dalton	100	90,000.00	900.00	1		
Davie	100	90,000.00	900.00	1		
DeKalb	100	90,000.00	900.00	1		
Douglas	100	90,000.00	900.00	1		
Franklin	100	90,000.00	900.00	1		
Gaston	100	90,000.00	900.00	1		
Grady	100	90,000.00	900.00	1		
Guilford	100	90,000.00	900.00	1		
Hamilton	100	90,000.00	900.00	1		
Henderson	100	90,000.00	900.00	1		
Hertford	100	90,000.00	900.00	1		
Hoke	100	90,000.00	900.00	1		
Johnston	100	90,000.00	900.00	1		
Kanawha	100	90,000.00	900.00	1		
Lenoir	100	90,000.00	900.00	1		
Lincoln	100	90,000.00	900.00	1		
Macon	100	90,000.00	900.00	1		
Madison	100	90,000.00	900.00	1		
Martinsburg	100	90,000.00	900.00	1		
Mecklenburg	100	90,000.00	900.00	1		
Mitchell	100	90,000.00	900.00	1		
Monroe	100	90,000.00	900.00	1		
Morgan	100	90,000.00	900.00	1		
Muskegon	100	90,000.00	900.00	1		
Nash	100	90,000.00	900.00	1		
Nelson	100	90,000.00	900.00	1		
Northampton	100	90,000.00	900.00	1		
North Carolina	100	90,000.00	900.00	1		
Onslow	100	90,000.00	900.00	1		
Orange	100	90,000.00	900.00	1		
Orinda	100	90,000.00	900.00	1		
Oswego	100	90,000.00	900.00	1		
Pamlico	100	90,000.00	900.00	1		
Pasquotank	100	90,000.00	900.00	1		
Pendleton	100	90,000.00	900.00	1		
Perquimans	100	90,000.00	900.00	1		
Person	100	90,000.00	900.00	1		
Piedmont	100	90,000.00	900.00	1		
Pike	100	90,000.00	900.00	1		
Pitt	100	90,000.00	900.00	1		
Pittsboro	100	90,000.00	900.00	1		
Polk	100	90,000.00	900.00	1		
Polkville	100	90,000.00	900.00	1		
Polkville	100	90,000.00	900.00	1		
Polkville	100	90,000.00	900.00	1		



1938-39	10,180	14,948,074.08	913.64	6,846	676.68
1939-40	16,388	15,237,533.44	929.80	6,885	732.87

### III. SALARIES PAID TEACHERS FROM STATE FUNDS, 1940-41 — CITY UNITS

Unit	White Teachers				Negro Teachers			
	Number	Total Salaries Paid	Average Salary Paid	Number	Total Salaries Paid	Average Salary Paid	Number	
Alhambra	55	\$ 53,681.60	\$ 976.03	.....	\$ .....	\$ 752.00	.....	
Andrews	33	29,797.60	902.96	1	752.00	752.00	196	
Asheboro	43	40,532.00	943.07	11	8,281.60	752.87	205	
Asheville	146	148,065.60	914.15	64	53,229.85	831.71	74	
Burlington	95	93,819.75	987.58	24	18,722.00	782.17	144	
Canton	71	68,676.80	967.28	64	11,372.00	686.00	30	
Chapel Hill	22	21,712.00	986.91	2	11,400.00	760.00	46	
Charlotte	297	302,151.68	1,017.34	137	113,019.40	824.96	179	
Cherryville	27	25,716.20	952.45	9	6,576.00	730.67	652.50	
Clinch	23	22,144.00	966.78	21	15,225.00	725.00	81	
Concord	64	63,042.90	985.05	21	16,792.00	799.62	73,436.00	
Durham	174	177,053.20	1,017.53	120	99,578.00	829.82	146,852.03	
Edenton	23	21,347.20	928.14	28	19,930.00	711.79	752.87	
Elizabeth City	39	38,183.50	979.07	32	26,410.00	825.31	109,894.80	
Elm City	23	21,101.40	917.45	18	10,526.00	584.81	70,216.80	
Enfield	12	11,472.00	956.00	10	6,946.00	694.60	257,270.80	
Fairmont	31	28,937.20	933.46	29	21,856.00	753.66	94,904.00	
Fayetteville	56	52,699.80	941.07	39	30,986.03	794.51	300,477.47	
Franklin	19	17,811.20	937.47	22	17,288.85	785.86	31,133.60	
Fremont	11	9,963.20	906.75	16	10,855.00	678.44	34,713.20	
Gastonia	117	110,187.20	941.77	26	20,248.00	778.76	807.28	
Glen Alpine	23	21,296.00	925.91	7	5,104.00	729.14	57,513.60	
Goldboro	59	57,572.40	975.80	54	42,510.00	787.22	59,613.70	
Greensboro	181	181,270.10	1,001.49	85	69,469.00	817.28	69,613.70	
Greenville	43	42,192.00	981.21	30	23,002.00	766.73	321,081.20	
Hamlet	35	34,872.00	996.34	24	18,920.00	788.33	955.60	
Henderson	54	53,029.50	982.03	37	36,190.00	773.75	52,445.60	
Hendersonville	30	29,416.00	984.38	19	14,888.00	783.58	203,164.00	
Hickory	87	85,641.00	972.51	41	33,742.00	822.98	136,019.00	
High Point	170	165,328.00	975.11	15	7,224.00	802.67	912.88	
Kannapolis	38	36,286.40	954.91	9	31,378.00	784.45	112,393.60	
Kings Mountain	33	31,790.60	963.35	24	18,038.00	751.58	944.48	
Laurens	47	44,466.20	946.09	40	16,767.20	762.15	41,947.20	
Leaksville	98	93,434.20	953.41	22	13,328.00	833.00	33,090.40	
Lexington	45	44,287.20	984.16	16	4,232.00	705.34	154,241.30	
Lenoir	67	64,195.20	958.14	11	4,322.00	705.34	311,720.48	
Linton	38	35,555.20	935.66	6	15,152.00	757.60	41,540.20	
Lumberton	32	31,573.20	986.66	20	8,904.00	746.50	90,304.60	
Madison	55	52,842.40	960.70	12	5,160.00	737.14	93,540.70	
Marion	23	22,242.40	967.06	16	13,052.00	815.75	96,039.20	
Mooreville	40	39,930.20	998.26	5	4,076.00	815.20	138,121.70	
Morgantown	52	49,656.00	954.52	12	9,242.00	770.17	84,181.70	
Morven	11	10,288.00	935.27	19	13,804.00	726.53	72,452.00	
Mount Airy	56	55,990.40	999.83	34	27,446.00	807.24	240,850.40	
Murphy	36	32,186.40	894.07	10	7,550.00	755.00	83,308.40	
New Bern	40	40,688.00	999.39	34	27,446.00	807.24	860.91	
Newton	25	23,395.20	935.81	10	7,068.00	706.80	935.20	
North Wilkesboro	42	40,688.00	968.76	5	3,812.00	762.40	90,719.40	
Oxford	38	37,270.40	980.80	53	41,173.50	766.86	107,795.10	
Pinehurst	11	10,168.00	924.36	12	9,192.00	766.00	107,795.10	
Raleigh	137	138,471.20	1,010.73	85	69,908.80	822.45	162,671.20	
Red Springs	13	12,520.00	963.08	22	16,262.00	738.18	923.84	
Reidsville	46	43,777.60	951.69	32	26,128.00	816.50	972.59	
Roanoke Rapids	59	56,964.20	965.50	15	10,788.00	719.20	65,101.60	
Rockingham	40	38,224.00	955.60	20	15,450.00	772.50	82,594.70	
Rocky Mount	71	71,049.70	1,000.70	64	51,352.00	802.38	976.32	
Salisbury	72	70,924.80	985.07	29	23,752.00	819.03	89,777.77	
Sanford	37	34,818.00	941.03	.....	.....	.....	82,594.70	
Shelby	63	62,070.00	985.24	18	13,925.00	773.61	73,428.00	
Southern Pines	15	15,168.00	1,011.20	16	12,896.00	806.00	82,208.00	
Statesville	57	55,067.20	966.09	21	16,800.00	796.19	955.91	
Tarboro	35	33,384.15	953.83	29	21,930.00	756.21	82,208.00	
Thomasville	61	59,600.80	977.06	15	11,808.00	787.20	249,405.30	
Tryon-Saluda	26	24,379.20	937.66	7	5,712.00	816.00	215,787.15	
Wadesboro	29	28,480.00	982.07	20	15,880.00	790.00	245,362.40	
Washington	50	47,333.70	946.67	31	22,930.25	739.69	166,283.10	
Wilson	60	60,248.00	1,004.13	56	42,034.30	764.26	166,283.10	
Weldon	18	16,886.40	938.13	36	23,239.00	659.42	215,787.15	
Winston-Salem	230	230,207.00	1,000.90	162	130,637.90	806.41	215,787.15	
Total	4,134	\$4,037,147.73	\$ 976.57	1,987	\$1,563,071.28	\$786.65	.....	
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1938-39	10,180	14,948,074.08	913.64	6,846	676.68
1939-40	16,388	15,237,533.44	929.80	6,885	732.87



# Schools and Defense

## GOVERNOR APPOINTS DEFENSE COMMITTEE FOR HIGH SCHOOLS

A Committee of Coordination of High Schools for the Defense Program, composed of the following persons, has been appointed by Governor Broughton:

State Superintendent Clyde A. Erwin, Chairman, Raleigh.

Dean John W. Harrelson, State College, Raleigh.

Brigadier-General J. Van B. Metts, Raleigh.

Supt. John C. Lockhart, Mecklenburg County Schools, Charlotte.

Superintendent B. L. Smith, Greensboro City Schools, Greensboro.

Superintendent June H. Rose, Greenville City Schools, Greenville.

Secretary Fred Greene, N. C. Education Association, Raleigh.

Professor Jasper L. Memory, Wake Forest College, Wake Forest.

President Annle Laurie McDONALD, N. C. Classroom Teachers Association, Hickory.

The Committee, meeting in the office of Superintendent Erwin on January 6, prepared the following list of suggested activities in which the schools can aid in the defense program:

1. *Health and Physical Education*
  - a. Physical examination—particularly examination of boys approaching the draft age
  - b. Physical training
  - c. Nutrition
  - d. Home nursing
  - e. First aid
  - f. Immunization
  - g. Epidemics
2. *Student Morale and Information*
  - a. Current events
  - b. History of the U. S. with special emphasis on Bill of Rights
  3. Declaration of Independence, Constitution
  - d. Patriotism and Democracy
  - e. Information
3. *Vocational Courses*
  - a. Home economics, including camp cooking
  - b. Agriculture
  - c. Shop courses, including radio
  - d. Business education
  - e. Occupational Information and guidance
4. *Defense and Safety Measures*
  - a. Fire and panic drills
  - b. Conservation of materials and supplies
  - c. Adult citizenship morale
  - d. Safety measures—general and for air raids
5. *Specialized Emphasis in Regular Courses of Special Value to Military Service*
  - a. Science—especially chemistry and physics
  - b. Mathematics—especially geometry and trigonometry



### c. Thrift, including sale of defense stamps and bonds

As stated in a letter from Superintendent Erwin to county and city superintendents these activities "are simply suggestions. The opportunities for real defense contributions are limited only by your own initiative and vision as to the use of the schools under your supervision."

## ON THE "FIRING" LINE

### Duplin County

All the school children and teachers of Duplin have bought either Defense Stamps or Bonds, a total of \$12,000, it is reported by Superintendent O. P. Johnson. He further states that additional Stamps and Bonds are being purchased.

### Durham

A list of six proposed changes and improvements in the curriculum of the Durham city schools has been announced by W. F. Warren, Superintendent. In connection with the preparation of the youth of Durham for participation in the national emergency.

### Halifax County

County Superintendent V. C. Mathews has written to every employee of the Halifax County School System, urging them to invest in Defense Bonds in order to aid the government. He also urges the highest type of citizenship on the playgrounds and in the schools.

### Craven County

Principals of the white schools of the county gathered at the office of County Superintendent R. L. Pugh recently and adopted suggestions for the safety of pupils in the county schools.

### Rocky Mount

Faculty members of the Rocky Mount city school system recently decided on a definite plan of action to help win the war. Among the things decided were: to register for civilian defense duty; to teach and practice thrift; to buy defense bonds and stamps, and encourage pupils to buy them; to waste nothing; to encourage pupils to use money that they would spend for firecrackers

to buy defense bonds and stamps; to contribute to the Red Cross; to be loyal to those in the government who are directing the war; and to be prepared for emergencies calling for first-aid.

### State Department

Defense stamps have been made convenient in the State Department for staff members. A number of girls have adopted the plan of buying stamps regularly, and others have purchased bonds and stamps locally.

## DETAILS FOR REQUIRED HEALTH AND PHYSICAL EDUCATION COURSE ANNOUNCED

A broad course of health and physical education has been recommended as a requirement for graduation from high school for all boys enrolled in the upper two grades by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, in a recent letter to county and city superintendents and high school principals.

This recommendation on the part of Dr. Highsmith is an outcome of the conference of representative citizens of the State which met at the call of the Governor on December 19, 1941, followed by meetings of the staffs of the State Department of Public Instruction and the State School Commission and of the Committee of Coordination of High Schools for the Defense Program.

The required course recommended embraces the following topics:

1. A complete physical examination of all boys by a physician.
2. A follow-up program to correct any remedial defects revealed by the examination.
3. A program of health instruction, including a study of nutrition, taking care of the body, sanitation, prevention of communicable diseases, first aid, safety and home nursing.
4. A physical education program including games, athletics and sports, rhythmic, swimming and life saving, camping, hiking, cycling, and calisthenics.
5. If possible, a course in safety, including fire prevention, safety agents, air raids, incendiary bombs, home and school safety, safety in recreation, industrial safety, traffic safety, and driver education.

Such a program would be inaugurated as a regular part of the second semester schedule and on a 60-minute period per day basis; a credit of one-half unit toward graduation would be allowed for satisfactory completion of it.

The following suggestions as to providing time for the course were made by Dr. Highsmith:

1. Lengthen the activity period, if less than 60 minutes.



2. Lengthen the school day.
3. Substitute for other course, except U. S. History.
4. Change daily schedule.

Materials for the proposed course are available in basal and supplementary textbooks, and pamphlets and bulletins.

## UNION COUNTY HAS UNIQUE FORUM PLAN

With the development of the present crisis and the general interest in national defense, the thirteen principals of Union County have worked out a unique forum plan for promoting public information and civilian morale. The Division of Adult Education in the Department of Public Instruction has given financial assistance to the program; the North Carolina Public Forum at Chapel Hill has helped in matters of organization.

Plans have been made to discuss current topics with high school pupils in the afternoon and to follow up with an adult discussion of the same topic in the evening. Each principal has agreed to prepare a topic and conduct a forum in each school interested in discussing that topic.

Dr. Ralph McDonald of the University Extension Division is acting as adviser to the principals. A central forum committee of five members has been selected for the county and each school district has selected a local forum council of five influential citizens. These committees are responsible for selecting discussion topics and leaders. As a means of training the principals and committee members in the methods of public discussion Dr. McDonald was called in a second time to conduct a practice forum.

The University of North Carolina, through its library service, is cooperating by preparing and mailing forum bundles on topics selected.

## FUTURE FARMERS AID IN DEFENSE PROGRAM

The North Carolina Association of Future Farmers of America, students of vocational agriculture, inaugurated a \$100,000 Defense Stamp and Bond purchasing project on January 1st to end June 30, 1942, it was recently announced by R. J. Peeler, State F. F. A. Executive Secretary. Approximately \$6.00 per member or an average of \$250.00 per F. F. A. chapter will be contributed, Mr. Peeler said.

Word has been received that the members of the Littleton (Warren County) F. F. A. chapter have already purchased more than \$1400 worth of bonds and stamps, an average of more than \$30.00 per member. A. W. Parker, teacher of agriculture at Littleton, is adviser to the chapter.

As another patriotic service, the Future Farmers of America are col-

lecting scrap iron in the form of obsolete farm engines and equipment and bringing it to central locations for sale.

The growing of food and feed crops is also being done on a large scale basis by the F. F. A. members in response to Secretary Wickard's challenge that "food will win the war and write the peace."

## HOW SCHOOL YOUTH CAN AID IN DEFENSE

The schools are being asked to cooperate in a number of important ways in helping America and her allies win the war. Many schools have already set up special programs. Some have aided in the Red Cross; others have sold defense stamps and bonds; still others have participated in other projects.

In addition to these specific projects, the Office of Civilian Defense has approved the following ten suggestions which may be followed by young people individually or in groups:

1. Guard against waste.
2. Save money.
3. Collect defense materials.
4. Help with relief work.
5. Take care of your health.
6. Don't telephone unnecessarily, if you are requested not to by your local telephone company.
7. Learn air-raid rules.
8. Don't spread rumors.
9. Keep up the spirits of those around you.
10. Defend Americanism.

## OCCUPATIONAL DEFERMENT ALLOWED TEACHERS

Brig. Gen. J. Van B. Metts, State Director of Selective Service, recently notified all local boards, government appeal agents, and boards of appeal concerning occupational deferment for the remainder of this school year of teachers in secondary schools. The complete memorandum follows:

1. National Headquarters has advised that the Office of Production Management has just completed a study with regard to possible shortages of high school teachers, and that the result of this study indicates shortages of teachers are expected in the following fields:

- (1) Vocational education
- (2) Industrial arts
- (3) Vocational agriculture
- (4) Physical education for men

2. Lesser shortages, due to the fact that positions in these fields are filled by both men and women, are expected in the following fields:

- (1) Physical science
- (2) Mathematics

3. It is recommended that serious consideration be given to the deferment of registrants now engaged for the remainder of the school year 1941-42 in teaching any of the above listed subjects in any of the secondary schools in North Carolina, until the end of the current

school year. In determining each individual case, local boards should realize that induction might not necessarily create vacancies, as *replacements might be available*. However, if the local board satisfies itself that replacements cannot be obtained, deferment to the end of the school year would be justified. But in considering individual cases, boards should weigh the obligation of the individual for training and service against the national interest involved in the maintenance of the level of secondary education and carefully consider all factors before rendering a decision.

4. In cases where deferment is granted, classification should be in II-A to expire at the end of the current school year. Individual teachers so deferred and the school authorities involved should be informed of the provisions of Section 622.21 and particularly of the provision which requires the employer to use the period of deferment in an effort to find a replacement. (Section 662.21 refers to the fact that, in order to justify a renewed Class II-A deferment, the registrant or his employer must convince the local board "that a reasonable but unsuccessful effort has been made during the period of deferment to secure or to train a replacement.")

## WAR FILMS RELEASED

Schools, clubs, and other groups can now obtain government-produced motion pictures on the nation's war effort. Last week the Office for Emergency Management issued a list of the subjects on which movies for 16 mm. sound projectors are available. They include "Building a Bomber," "Aluminum," "Homes for Defense," "Power for Defense," and one about the Civilian Conservation Corps called "Army in Overalls".

The films are distributed without cost except for transportation charges. Any reliable, non-profit organization can obtain them, but will be held responsible for loss or damage of the prints. The films may also be purchased at cost. For general information on these movies, one should write to the Division of Information, Office for Emergency Management, Washington, D. C.

## STUDENTS TAKE EXAMS FOR UNIVERSITY ENTRANCE

Sixteen high school students successfully passed entrance examinations recently held at the University under a special rule designed to speed-up the training of manpower in the national emergency. Twenty-four students in all, mostly from Alabama and New Jersey, applied for admission. These students, it is learned, have already enrolled, and by taking work during the summer term will be able to graduate with students who entered as freshmen last fall.



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## Susan Dimock, North Carolina's First Woman Physician

THE name of Florence Nightingale is known the world over, but many persons, even many Tar Heels, have never heard of Susan Dimock, the first North Carolina woman licensed as a physician, who organized the first school for nurses in the United States and who raised the practice of nursing to a scientific professional career. Although she lived only twenty-eight years, she acquired such knowledge and rendered such service that her name is unforgettable. Today Dimock Street in Boston, where is located the hospital she administered, perpetuates her memory.

Susan Dimock was born on April 24, 1847, in Washington, North Carolina. Her father, the son of a physician, was editor of the NORTH STATE WHIG, and her mother taught school and managed the town hotel, "The Lafayette," which also housed the Dimock family. While Susan was still only a child her father died, and she and her mother were left on their own. When the Federal troops occupied and burned Washington in 1864, the two of them moved to Sterling, Massachusetts, to live with relatives, and thence they later moved to Hopkinton, also in Massachusetts, where Susan took charge of a district school while her mother ran a boarding house. During all this period, Susan never forgot her desire to be a physician, and she continually read and studied medical books under the guidance of a physician. With her mother's assistance and blessing, she entered the New England Hospital for Women and Children in Boston on January 10, 1866. One year later, with high hopes and ambition, she applied for admission to the Harvard Medical School for clinical study. She was refused admission, however, for the very thought of women entering the field of medicine then aroused strong opposition. Arrangements were made whereby she might attend the Massachusetts General Hospital on separate days from the medical students of Harvard; but, since this was not wholly satisfactory, she soon applied for admission to the University of Zurich, Switzerland, and this time she was accepted.

As a student at Zurich, Susan Dimock lived a very busy life and followed a difficult schedule, but since she was doing the work she loved she was happy. In one of her letters written from Zurich, November 15, 1868, she said: "I think I shall all my life feel the advantages of having come here, where I am admitted on an equal footing with men-students, where professors are kind and interested in one's improvements; and I am sure I shall be a better doctor, for I am learning all the foundation studies so thoroughly . . ."

In 1871 she was graduated from the University of Zurich. The subject of her dissertation was "The Different Forms of Puerperal Fever," and with this essay she included illustrative reports of the cases of this fever occurring in the Zurich Hospital and diagrams of the fever curves during the recovery of the patients. From all indications she was going to make a fine doctor. After finishing her work at Zurich, she pursued her studies still further in the hospitals of Vienna and Paris and also made a short excursion back to Switzerland.

Finally Dr. Susan Dimock returned to America to take up her duties as resident physician of the New England Hospital for Women and Children, in Boston. The hospital furnished her board, office room, and a small salary of \$300.00 a year, with the understanding that she might have time for some private practice. Dr. Lucy E. Sewall, a well established doctor in Boston, offered her the use of her office also, and this contact widened her practice.

As a physician, Dr. Dimock was noted for her accurate diagnosis and judgment, and she rated high as a surgeon, but with all of her superiority as a doctor she devoted much of her time and effort to the training of nurses. Since her work proved very satisfactory to the directors of the hospital, they voted to have her remain with them for three years after the expiration of the original term. She gladly accepted this proposal on condition that she should have a five months' vacation to visit Europe and renew old friendships. The following extract is from a letter that she wrote to Dr. Garrett Anderson at this time:

"As for me, I have not one wish unfilled; nay, I am so fortunate, that if I had a ring I would, like Polverates, throw it into the sea. My practice is very large, and I have the utmost satisfaction of every kind in it. I am just ready to go to Europe for five months . . ."

Dr. Susan Dimock, therefore, sailed from New York on April 27, 1875, on the steamer *Schiller* bound for Cherbourg, France. On Saturday, May 8, a telegram stated that the *Schiller* had been wrecked on the Scilly Islands, off the coast of England, and that nearly all on board had been lost. Thus ended the life of a young woman who had showed great promise as a pioneer in the field of medicine. One wonders what she might have accomplished had her life been spared.

# From The Office

## CLERICAL CORRESPONDENCE COURSE FOR NYA OUT-OF-SCHOOL YOUTH

THE clerical correspondence course given by the State Department of Public Instruction, Division of Vocational Education, is a course in the fundamentals of English grammar for young people employed on NYA clerical projects. It is designed to give training supplementary to the work experience provided by the NYA work projects. It grew out of the need of NYA youth for clerical instruction in rural areas, where only one or two NYA youth were assigned to work experience by the NYA. At present this course which comprises 16 lessons is mailed to out-of-school NYA youth in approximately 85 counties.

The objectives of the course are:

1. To train youth for clerical work in offices: (1) By acquainting him with primary business procedures, principles and broad policies through the medium of business letters and related forms; (2) by familiarizing the youth with ample business problems and training him to solve them by letter; and (3) by giving to the youth an understanding of people—how they act, why they act as they do, and how a favorable response may be won.

2. To develop self-reliance, initiative, and a sense of responsibility.

3. To give experiences that will help in his personal living as an individual, as a member of a family group, and as a citizen of a community.

4. To give every youth on a clerical project an opportunity to strengthen his contribution to National Defense, and to lay a foundation for times of peace.

Believing that a readily usable knowledge of the fundamentals of English grammar is indispensable if one is to fill satisfactorily a secretarial position, the clerical correspondence course has been designed to show a definite connection between the study assignments and the work for which the youth is preparing. Only those principles, a thorough knowledge of which is essential to the use of forceful and effective English, are presented.

Additional facts about this course are the following:

1. The correspondence course is provided free by the State Department of Public Instruction to out-of-school NYA youth.

2. The average number of papers graded per month is 1,000.

3. The course is taken on a voluntary basis on the youth's time, 95% of NYA out-of-school youth assigned to clerical projects take advantage of the correspondence course.

4. As a result of the combined work experience and training many NYA youth on clerical projects have secured jobs.



## Education Quiz

(Answers on Page 12)

1. When was the first State appropriation for public school libraries made?
2. What was the amount of the first State appropriation for school library purposes?
3. What was the amount of the State appropriation for school library purposes in 1940-41?
4. When was the first State appropriation for public libraries made? What was the annual appropriation?
5. How much was spent for library books and equipment in North Carolina schools in 1930-31? In 1940-41?
6. What was the average library expenditure per pupil in 1930-31? In 1940-41?
7. What is the average cost for library books for elementary schools? For high schools?
8. What was the average number of library books per pupil in the public schools of North Carolina in 1930-31? In 1940-41?
9. What was the average number of library books per pupil in the white high schools of North Carolina in 1940-41? Negro high schools?
10. What was the average number of library books per pupil in the white elementary schools reporting in 1940-41? Negro elementary schools?
11. What was the total circulation of school library books in 1930-31? In 1940-41?
12. What was the circulation of library books in elementary schools in 1940-41? In high schools?
13. What was the average circulation of library books per pupil in 1940-41? Elementary? High?
14. What institutions in North Carolina give courses in library science leading to a degree in library science?
15. How many full-time school librarians with training in library science were employed in North Carolina in 1930-31? In 1940-41?
16. What institutions in North Carolina give a minimum of twelve semester hours' credit in library science to meet certification requirements for teacher-librarians?
17. How many part-time school librarians with training in library science were employed in North Carolina in 1940-41?
18. How many central elementary school library rooms were there in 1932-33? In 1940-41?
19. Which encyclopedias are acceptable for the minimum requirements for accredited high schools? For accredited elementary schools?
20. How many years has North Carolina had a school library adviser in the State Department of Public Instruction?

## Laws, Rulings, and Opinions

### DISBURSEMENT OF STATE FUNDS

*Reply to Inquiry:* You inquire as to whether it is necessary for the county accountant or county auditor to sign vouchers for the disbursement of State school funds.

Subsection 1 of Section 20 of the School Machinery Act of 1939, as amended, provides that the State school funds shall be released only on warrants drawn on the State Treasurer, signed by the chairman and the secretary of the county board of education for county administrative units, and by the chairman and the secretary of the board of trustees for city administrative units, and countersigned by such officers as the county government laws may require. The County Fiscal Control Act provides for warrants on the county treasurer or county depository to be countersigned by the county accountant or county auditor, as the case may be. Section 19 of the School Machinery Act provides in detail for the disbursement of the State funds necessary to the operation of the eight months school term in the various county and city administrative units. Under the provisions of Section 19 the State School Commission, from a certified statement from the local authorities, certifies to the State Superintendent the amounts due and necessary to be paid, and the State Superintendent in turn draws a requisition on the State Auditor for this amount and same is placed to the credit of the local unit with the State Treasurer. The receipts and disbursements are audited by the State School Commission.

It is my opinion that under the above state of facts it is unnecessary for the county accountant or county auditor to countersign warrants drawn on the State Treasurer for the disbursement of State school funds.—Attorney General, November, 26, 1941.

### ROADS AND HIGHWAYS; WIDTH OF RIGHT-OF-WAY

*Reply to Inquiry:* Receipt is acknowledged of your letter, enclosing letter from Superintendent of Public Instruction of county——, in which he raises the question as to whether or not there is a space on each side of the actual road-bed of a public road which is maintained by the State, but not hard surfaced, on which school children would be permitted to walk.

I am informed that the State Highway and Public Works Commission has passed a general ordinance appropriating a right-of-way of sixty feet on all roads maintained by the State Highway and Public Works Commission. If the right-of-way of the road about which Superintendent——inquired was less

than sixty feet in width at the time it was originally laid out by the county and at the time it was taken over by the State Highway and Public Works Commission, there is some doubt in my mind as to whether the ordinance passed by the State Highway and Public Works Commission would have the effect of extending the width of the right-of-way without compensation to the landowners.

School children would certainly have a right to walk anywhere within the road right-of-way—Attorney General, September 29, 1941.

### FINES COLLECTED BY MAYOR OF MUNICIPALITY IN CRIMINAL ACTIONS; DISPOSITIONS

*Reply to Inquiry:* You inquire as to what disposition should be made of fines collected by the Mayor of the Town of——in criminal actions.

Article IX, Section 5, of the constitution of North Carolina provides:

"All moneys, stocks, bonds, and other property belonging to the county school fund; also the net proceeds from the sale of estrays; also the clear proceeds of all penalties and forfeitures and of all fines collected in the several counties for any breach of the penal or military laws of the State; and all moneys which shall be paid by persons as an equivalent for exemption from military duty, shall belong to and remain in the several counties, and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties of this State: Provided, that the amount collected in each county shall be annually reported to the Superintendent of Public Instruction."

Virtually the same language as used in the constitutional provision above quoted is used in Section 5628 of Michie's N. C. Code of 1939, Annotated.

The Supreme Court of North Carolina, in the case of BOARD OF EDUCATION v. HENDERSON, 126 N. C. 689, held that the Constitution, Article IX, Section 5, appropriates all fines for violation of the criminal laws of the State for establishing and maintaining free public schools in the several counties, whether the fines are for violation of town ordinances or for the violation of other criminal statutes.—Attorney General, December 18, 1941.



# School Paper Notes

## THE NATIONAL DUPLICATED PAPER ASSOCIATION

Sponsored by Central Normal College  
Danville, Indiana

**Purposes:** To foster duplicated school papers in order to help them attain a higher quality; to give encouragement to amateur journalists and commerce students; to bind those who are interested in duplicated journalism more closely together so that a more common understanding and knowledge of what each is doing may result; to make available to all the materials which are already published, and to publish any other needed materials, if at all possible, so that all may know about them.

**Monthly Magazine:** A monthly magazine is published giving articles on duplicated journalism by leaders in the field and also comments on the interesting items which are found by perusal of papers received monthly.

**Critic Service:** Each member sends in a copy of each issue of its paper which is criticized and commented upon in the monthly supplement of the Exchange which is sent out to all members—thus each member receives a brief criticism of all other papers which will aid them in knowing what to do and what not to do.

**Art Service:** An art service is sponsored through the Association, although not a regular part of its services. The art service includes a book of loose-leaf pages of pictures which may be used in connection with the school paper.

**Loan Service:** Papers received are kept on file and may be secured for inspection by any member for a limited period of time. The member will be expected to pay postage both ways.

**Conference:** An annual conference is held during the second week end in November. This conference furnishes a means of inspiration, motivation, and instruction for the new staffs.

**Journalism Course:** A course in duplicated school paper production is sponsored during the summer. This course is suitable for editors, beginning sponsors, and sponsors who wish new ideas.

**Awards:** All the papers received are judged annually and a certificate is sent to each member whose paper rates the highest 10% in each division. The score sheet for all the papers is returned to the member, thus giving the lowest papers even the benefit of the rating by knowing in what points they were weak.

**File of Papers:** The file of school papers is available at Central Normal College to any who are interested.

**Individual Critic Service:** Each member may receive an individual criticism mailed directly to him upon payment of 50 cents extra for

## QUIZ ANSWERS

1. 1901
2. \$2,500
3. \$54,000 (\$48,352 actually allotted, and \$48,017.53 actually spent)
4. 1941; \$100,000
5. \$106,263.62; \$310,636.35
6. 35c; 43c
7. 90c; \$1.35
8. 2.8; 3.09
9. 5.19; 4.14
10. 2.47; 1.44
11. 1,970,734; 9,192,932
12. 5,686,299; 3,506,633
13. 12.68; 11.18; 16.23
14. University of North Carolina; North Carolina College for Negroes
15. 48; 95
16. Appalachian State Teachers College; Woman's College of U.N.C.; East Carolina Teachers College; also University of North Carolina and North Carolina College for Negroes
17. 568
18. 404; 870
19. World Book, Americana, Britannica; Compton's, World Book, Britannica Junior
20. 11 years, July 1, 1941

each criticism. This includes a detailed examination of the papers of the members and constructive suggestions.

**Membership Fee:** (Exchange and Monthly Criticism) \$2.00 per yr.

## CONFERENCES ON TEACHER EDUCATION TO BE HELD

(Continued from Page 5)

er education. Eight areas have been selected and committee personnel chosen. About 375 people have been invited to participate in the study.

One-day conferences have been scheduled for each of the eight areas. The meetings will be held in Raleigh in the library of the State Department of Public Instruction and the State School Commission. The schedule of conferences is as follows:

Area No. 1. Selection and Guidance—February 10, 10:30 a. m.

Area No. 3. Professional Education—February 11, 10:30 a. m.

Area No. 2. General Education—February 17, 10:30 a. m.

Area No. 5. Teacher Education as a Function of the College—February 18, 10:30 a. m.

Area No. 6. Institutional Standards for Teacher Education Approval—February 19, 10:30 a. m.

Area No. 7. In-Service Program of Professional Growth and Teacher Education—March 3, 10:30 a. m.

Area No. 8. Teacher Placement—March 4, 10:30 a. m.

Area No. 4. Guidance as an Area of Professional Education—March 5, 10:30 a. m.

This democratic approach very largely explains the remarkable progress which has been made in teacher education in North Carolina. These cooperative studies which are being inaugurated now should point the way to further improvement in the quality of our teacher education efforts.

## Press Clippings

**Buncombe.** Principals and agricultural teachers in the county schools will meet with Superintendent T. C. Roberson at 10 A. M. Saturday in the courthouse to discuss civilian defense plans.

**Raleigh.** From a report made by the chairman of the Audio-visual Committee of the Student Council, it was shown that 54 classes had access to films and records for classroom use during the month of December.

**Wilson.** High school students in the eleventh grade who have not yet graduated may enter the University of North Carolina or North Carolina State College this winter term beginning January 5 by taking entrance examinations, it was announced today by S. G. Chappell, city superintendent of schools here.

**Lumberton.** Two sales institutes were conducted in Lumberton during January under the direction of representatives from the office of the State Superintendent of Public Instruction.

**Montgomery.** Gradually the methods of teaching in the Troy schools are being re-vamped and brought up to the present day best practices. Instead of the old "recitation" type of classroom work, rapid strides are being taken in the Troy schools toward the more modern methods of instruction. Generally speaking, these new procedures are known as activity types of teaching.

**Durham.** Durham County's rural schools probably will lose two of its male teachers about the middle of January when draft boards are expected to call them for military service, it was learned today (Dec. 30). There also is a possibility that a third will be called within a short time.

**Thomasville.** A department of vocational art training will be established at the local high school next year, it was decided at a meeting of the Thomasville School Board this week (Dec. 19). The home economics and commercial courses already established at the school will be placed in the department, according to the announcement.

**Wayne.** Ninety-nine per cent of the children of the grammar grades of the Rosewood school have been examined in the nutrition study in progress under the State Board of Health and the Rockefeller Foundation. R. L. McDonald, principal of the school said. Each child is given a blood test and a thorough physical examination. (Ed. Note—This is one of the experimental surveys being conducted by the Division of School Health Coordinating Service under the joint administration of the State Board of Health and the State Department of Public Instruction.)



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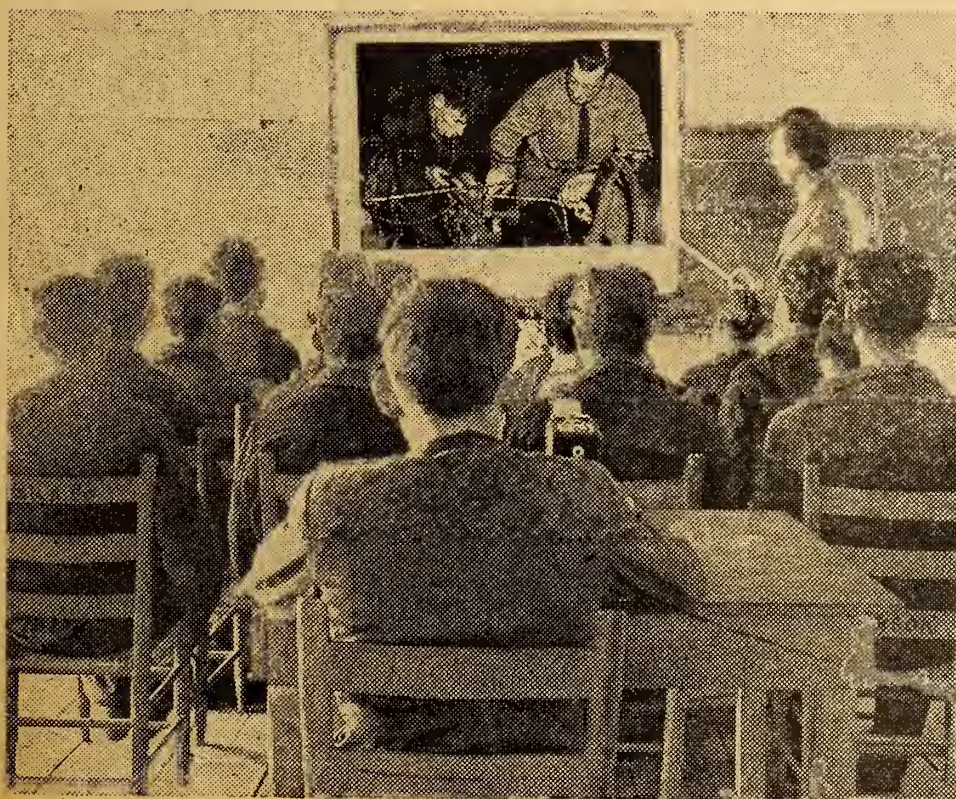
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CAROLINA ROOM

THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Journal of the Elisea  
Mitchell III Weekly  
Chapel Hill Weekly

NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN



March  
1942

Volume VI  
Number 7



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar of Events .....	2
Cover Picture .....	2
Editorial Comment— "Mostly Conversation" .....	3
Arbor Day (Guest Editorial) .....	3
Notes and Announcements— Parent Teachers Meet in April .....	4
Beta Club Promotes Leadership .....	4
Board Association to Hold Meeting .....	4
Children of World War Veterans To Get Scholarships .....	4
New School Head Appointed for Raleigh .....	4
Durham County Votes Teacher Honoraria .....	4
Contract Forms Made Available .....	4
Education Association to Hold Meeting .....	5
Peabody To Offer Sight-Saving Course .....	5
A State of Seventh Graders (box) .....	5
Fellowships Offered Negro Educators .....	5
Scholarship Offered Women Educators .....	5
Essay Contest for Negro Schools Announced .....	5
State School Facts— Salaries Paid Principals—State Funds .....	6-7
Notes and Announcements (Continued)— Pan American Day Observed April 14 .....	8
Pan American Union Offers Awards .....	8
NYA Education Changes Personnel .....	8
The School Lunch Program (box) .....	8
Bird Book to Come from Press Soon .....	8
Help Select a State Bird .....	8
Contest for Art Students Announced .....	9
Schools and Defense— University Library Offers Information Service .....	9
Durham County School Has Defense Banquet .....	9
Smith Appointed Director for Training Defense Workers .....	9
High School Boys to Build Model Planes .....	9
Tar Heel History— A History of the North Carolina Capital .....	10
From the Office— Physical Education and Physical Fitness .....	10
Education Quiz .....	11
Laws, Rulings, and Opinions— Use of School Buses .....	11
Local Budgets; County-wide Current Expense Funds .....	11
School Paper Notes .....	12
Quiz Answers (box) .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

March 1, 1942

### To Superintendents, Principals and Teachers:

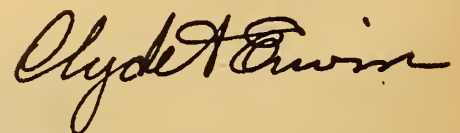
*In this month's letter I wish to call attention to a phase of our everyday living in relation to our war effort in which all of us can participate—superintendents, supervisors, principals, teachers, janitors, bus drivers, clerks, mechanics, and students. I refer to the conservation of our resources and the savings that can be made, not only in the materials that we consume but in those things that we use from day to day and which with a little extra care can be made to last longer.*

*It has been said that the American people are a nation of wasters—that we do not utilize our resources to the fullest extent, and that we destroy and throw away much that could be used. This is true about a great many of our people—perhaps a majority. It is characteristic of the American people in general to think that this is a land of plenty and that the cost of an article, especially if it has been paid for out of public funds, whether local, State, or Federal, does not matter.*

*The emergency in which we as a nation of people now find ourselves gives us an opportunity not only to teach conservation, thrift and savings, but it becomes a most solemn duty for us to practice conservation, thrift and savings with reference to all public property. The nation, in its war efforts, needs especially paper products, metal, rubber goods and rags. Many schools have been collecting these things, selling them, and investing the money so obtained in defense bonds and stamps. This is a worthy undertaking. I believe, however, that our patriotism may be expressed also in conserving those things that have been provided to us with which to operate the public schools, including supplies, equipment, buildings, and school busses. We should establish habits of conservation of school property not merely as a patriotic duty during war but as a policy of routine for all times.*

*I wish, therefore, to urge you both to practice and to teach conservation in the schools.*

Very truly yours,



State Superintendent Public Instruction

## Calendar of Events

- 75th Anniversary U. S. Office of Education
- 5-7—Southeastern Arts Association. O. Henry Hotel, Greensboro, N. C.
- 6-7—N. C. Beta Club Convention, Raleigh
- 8-14—Girl Scout Anniversary Week
- 15—Andrew Jackson's birthday
- 17—St. Patrick's Day
- 19-21—N. C. E. A. Annual Meeting in Raleigh.
- 20—Arbor Day

## Cover Picture

Auto-Mechanics Class in the Asheville NYA Resident Center using the latest technical films to speed training in defense classes for NYA youth. Audio-visual aids are used to intensify training in all vocational classes where time must be cut and the quality of instruction maintained. These classes are provided through the Buncombe County Schools and are supervised by the State Department of Public Instruction, Division of Vocational

Education.



# North Carolina Public School Bulletin

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press upon receipt

## Editorial Comment

### "MOSTLY CONVERSATION"

In commenting recently upon the fact that an attempt would be made to make the North Carolina high school curriculum more nearly fit the exigencies of national defense, the Greensboro *Daily News* says "so far the newest educational dispensation in North Carolina runs mostly to conversation." We don't presume to know what the editor had in mind when this statement was made—but it was implied, because the program of removing "sloth and ignorance" by education had not been complete and "we long since become a-wearied of everybody talkin' 'bout Heaven before providing himself with a road map," that this program was "mostly conversation."

Perhaps the "so far" in this instance provides an escape, but nevertheless we wish to present the following quotations from other papers of North Carolina which seem to indicate a contrary view to that expressed by the author of "Mostly Conversation":

"Following the suggestion of the State Department of Education, the local high school this week instituted formal courses in Health and Nutrition, First Aid, and Safety. Designed to encourage healthful living and to prepare youth in a greater measure for the demands being imposed by the present emergency, the special courses will be offered daily throughout the remainder of the school term, and will be a part of the regular course of study next school year. Ninety-seven juniors and seniors are enrolled in the new courses."—*Williamston Enterprise*.

"Reports from principals in the various Caldwell county schools indicate that programs to aid the war effort by proper training in the schools have already been launched and are well underway, C. M. Abernathy, County Superin-

tendent of Schools, stated this morning."—*Hickory Record*.

"Physical Education is the whim of the hour in most school systems, but in T. H. Cash's Forsyth County School System it has long been standard."—*Winston-Salem Journal*.

"The city's five dentists are going to make an invaluable contribution to the national defense project—they decided at a meeting last night with School Superintendent W. J. Bullock and Principal J. L. Dupree to offer their services in examining free of charge the teeth of approximately 500 boys in Cannon High School."—*Concord Tribune*.

"Courses in Physical Education and First Aid are to be included in the curriculum of the schools of Warren County upon order of the State School System which is taking this step at the instigation of the United States government."—*Warrenton Record*.

"Principals of the Wayne County schools, including the Fremont school, which does not belong to the county system, Wednesday night following a talk by Charles E. Spencer, physical education specialist with the coordinating unit and the State Department of Education, agreed unanimously to begin courses for juniors and seniors, especially 10th and 11th grade boys, in Physical Education, Safety, First Aid, and Nutrition as part of the defense program."—*Raleigh News and Observer*.

"Widespread activities designed for the successful completion of the Nation's war effort are being carried out on a large scale basis in the vocational agricultural departments in the high schools of this district, according to J. M. Osteen, district supervisor of vocational agriculture at Rockingham."—*Raleigh News and Observer*.

"A 'Sharing America' program which is influencing the sales of defense stamps and bonds in city schools, has been put into effect and is already showing results, reports Supt. L. E. Andrews, who has been selected by the treasury department to conduct the program in the schools of Lexington."—*Lexington Dispatch*.

"The State-wide adult education staff has directed its efforts this past month towards gearing the community schools program to the national emergency, according to the monthly report released by Mrs. H. G. Etheridge, Director of Community Schools."—*Asheville Times*.

These are only a few of the instances in which the public schools of the State are actually taking part in an enlarged program of fitting the schools to the national emergency. It was not necessary to re-vamp the present set-up to get this program started—provision for no new instructors were made. The program is being carried on with the cooperation and energy of the present employed personnel. And results are being obtained follow-

ing some conversation as to plans and policies.

### ARBOR DAY (Guest Editorial)

The observance of Arbor Day in war time should remind us of the importance of holding on to those things which endure. War is destructive, nature is a restorer; and while in the exigencies of the situation it may be necessary to overcut our forests and use every natural resource that will hasten the coming of peace, we must not forget that conservation rather than destruction is the true law of life. It is therefore more important than ever before that the principles of life and growth, of wise and restrained use of beauty and loveliness be put before the young people of our schools and there are few better ways of doing this than in an Arbor Day program.

Last year it was suggested in this publication that we look upon a stalwart tree as a symbol of a permanently peaceful civilization. This year may we not somewhat change the simile and compare the small young tree to the little child. Although men and women will be called upon to give unstintingly of their time and strength and even their lives in this all-out fight, every effort should be made to see that the children live normal, healthful lives, knowing as little as possible of the horrors and privations of war.

In the same way, though it may become necessary to overcut or even take all suitable timber from some of our woodlands, the young trees on which our children must depend for timber, stream protection, beauty and pleasure must be saved from injury at all cost. This is our war time forest conservation program. An Arbor Day program might well then center around the planting of one or more young trees on the school ground or in the yard or field of some nearby interested patron.

Borrowed from a sister state is the following suggestion: "Tree planting program wherein each pupil's name is planted with the tree to await a later day when the names can be dug up. The name of each pupil in the first grade is written on a slip of paper, placed in a bottle and the bottle sealed. After the tree has been planted and the hole almost filled with earth, a first grade child holds the bottle, makes a dedication speech, and places the bottle in the corner of the hole where it can be easily located some years later. Each child then throws in a spadeful of dirt.

"DEDICATION: 'This is a baby tree now, but like us, it will grow to be big, big. We are going to care for it every day, for it is ours. And when our graduation day comes, we will open this bottle to see how many of us have been as faithful as our little tree!'"—J. S. Holmes, State Forester.



# Notes and Announcements

## PARENT-TEACHERS MEET IN APRIL

"The Community, the Workshop of Democracy" will be the theme of the 23rd Annual Convention of the North Carolina Congress of Parents and Teachers, which will convene in Greensboro, N. C. on April 8, 9, and 10th, it was recently announced by Mrs. J. S. Blair, president. Among the speakers announced will be Dr. Everett R. Clinchy, President of the National Association of Christians and Jews; Honorable Josephus Daniels; Mr. W. A. Dees, President of the State School Board Association; and Mrs. William Hastings, Vice-President of the National Congress. A number of State officials and leaders will assist with workshops for discussion of activities pertinent to the total Defense Program.

"The 78,000 members of Parent-Teacher Associations in North Carolina are convinced," Mrs. Blair stated, "that the purpose of their program remains unchanged, as fundamental to any program of total defense and essential to the future of our country. They are striving to perpetuate in home, school, and community those attitudes which will protect the wholesome development of the child and which will prepare him to adjust to a changing world. The more than 800 organized Parent-Teacher groups in North Carolina are further seeking to do their part in this crisis through their efforts in cooperating with all educational, health, welfare, and recreational agencies, and with emergency programs and defense activities."

## BETA CLUB PROMOTES LEADERSHIP

In the prosecution of its program to encourage and assist high school students to become good citizens through education, the National Beta Club has—since last September—extended financial aid to twenty-nine students in North Carolina, to the extent of \$2600.00, to enable them to continue their education at college. In addition to these North Carolina boys and girls, the Beta Club has accorded loans to over a hundred other students in the Southeast, to the extent of about \$10,000.

The National Beta Club is a student service-leadership organization for high school students, and its membership is open to those students whom the principal can recommend as of good character and mentality, creditable achievement, and commendable attitude. The Club's chief function is the promotion of scholarship and leadership. Being non-secret and entirely educational, it has—for the eight years since its foundation—experienced a healthy and commend-

able growth, until its membership is at present approximately 15,000 students in over 900 schools in the ten Southeastern States. At present, there are two hundred and twenty-seven chapters in North Carolina high schools, with a membership of approximately three thousand students.

The 1942 annual North Carolina Beta Convention will be held at the Sir Walter Hotel in Raleigh on March 6-7, with possibly seven or eight hundred students and teachers in attendance.

The home office of the Club is at Spartanburg, South Carolina, and the National Secretary is Dr. John W. Harris.

## BOARD ASSOCIATION TO HOLD MEETING

The State School Board Association will hold its annual meeting in Chapel Hill on Thursday, April 2nd. School Board members and School Committee members throughout the State are invited to attend this meeting. Mr. W. A. Dees, President of the Association, will be one of the principal speakers. The program is now being planned and further announcements will be available later.

## CHILDREN OF WORLD WAR VETERANS TO GET SCHOLARSHIPS

Under State law scholarships to State educational institutions are available to orphans and children of disabled World War Veterans. The original act passed in 1937 and amended in 1939 and in 1941 applied to orphans of deceased veterans.

The legislature extended the benefits to apply to orphans or children of veterans with service connected disability of thirty per cent or more. This extension of benefits limited the number of scholarships to five children in any one school year and placed the responsibility of selecting the five on the State Superintendent of Public Instruction, if more than five persons apply for the benefits in one year.

Under the amended act Superintendent Clyde A. Erwin selected five persons who are benefitting by the scholarships in State educational institutions during the session 1941-42. Selections were made on the recommendation of a committee which considered the qualifications of the applicants.

The same procedure will be used to select five additional persons for the session beginning in September 1942. Committee selections will be made in July. Before consideration by the committee all applicants must establish eligibility for the benefits. The State Service Officer, Veterans' Service Division, N. C.

Department of Labor, will assist interested applicants in establishing eligibility under the law. The State Service Officer is located at the Veterans Hospital, Fayetteville, N. C.

Further information about procedure can be secured either from the State Superintendent of Public Instruction or from the State Service Officer.

## NEW SCHOOL HEAD APPOINTED FOR RALEIGH

Jesse O. Sanderson, principal of the Methodist Orphanage School which is a part of the Raleigh City Administrative Unit, has been appointed as Superintendent of the Raleigh Schools to succeed Claude F. Gaddy, who resigned on February 1 to become Administrator of Rex Hospital.

Mr. Sanderson served for ten years as principal of the Methodist Orphanage School. He graduated in 1924 from Duke University, then Trinity College. He attended George Washington University for one year. Before becoming principal of the Methodist Orphanage School, he was principal of the Robbinsville School in Graham County for two years.

## DURHAM COUNTY VOTES TEACHER HONORARIA

The Durham County Board of Education recently voted \$100 to be used as honoraria to the two high school teachers who do the most outstanding pieces of work during this second semester.

This money, it is learned, was not voted as additional pay, but as an incentive for teachers to branch out in experimental ways. For a teacher's work to be considered in the final judging, it must be original and different from the average classroom project. The teachers winning the honoraria must use the money for summer school attendance in further pursuit in the field in which the original work was done.

## CONTRACT FORMS MADE AVAILABLE

To comply with the law, which provides for written contracts between teachers and principals and boards of education, the following forms have been printed and made available to superintendents:

1. *Application for Position in the Public Schools.* This form may be used by teachers and principals in filing application for a position not now held. Under the law providing for "continuing contracts," it is not necessary for teachers and principals to make application for the position they now hold.

2. *Notice of Termination of Contract.* This form is used by the



superintendent, in compliance with section 12 of the School Machinery Act, which provides that notification or rejection by registered letter shall be given to all teachers and principals prior to the close of the school term.

3. *Notice of Acceptance.* Section 7 of the School Machinery Act provides that all teachers and principals not notified in accordance with the law shall give notice to the superintendent of the unit in which employed of their acceptance of employment for the ensuing year within ten days after the close of school. This form filed with the contract now in force renews the contract for another year.

4. *Contract Forms.* A contract form for use in city units and a similar form for use in county units have been prepared.

All of these forms are available to superintendents. Teachers and principals should secure what they need from their superintendent.

## EDUCATION ASSOCIATION TO HOLD MEETING

The North Carolina Education Association, comprising a majority of the white teachers, principals and superintendents of the State, will hold its annual meeting in Raleigh on March 19-21. Nearly 4,000 educators are expected at this year's session of the Association, it is announced by Fred W. Greene, Secretary.

The theme of this year's program will be "The Role of the Schools in the War Emergency." Among the chief speakers will be United States Senator Josh Lee of Oklahoma; State Senator H. E. Stacy; W. A. Dees, president of the State School Board Association; and Dr. Clyde A. Erwin, State Superintendent of Public Instruction. The general sessions of the convention will be held in the Raleigh Memorial Auditorium, while the various departmental meetings will be conducted in the hotels, churches and schools of the city.

In accordance with custom the vice-president for the current year, Supt. John C. Lockhart of Mecklenburg County, is the unopposed candidate for the presidency for next year and will be elected to that office. There are three candidates for the vice-presidency: S. C. Deskins, Principal of the Sumner School, Guilford County; John A. Holmes, Superintendent of the Edenton City Administrative Unit; and Horace Sisk, Superintendent of the Fayetteville City Administrative Unit.

## PEABODY TO OFFER SIGHT-SAVING COURSE

Peabody College, Nashville, Tennessee, in conjunction with the Nashville City School System and the Sight Conservation Service will offer during its summer session, July 20 to August 1, an Elementary

## A State of Seventh Graders

According to figures just released by the Bureau of the Census, the medium number of school years completed by persons 25 years old and over residing in North Carolina was 7.4, the equivalent of slightly more than seven grades. About one-fourth of the 1,649,820 persons 25 years old and over, the report shows, had completed fewer than five years of grade school. At the other extreme, 9.5 per cent had completed at least one year of college, and 4.1 per cent reported four or more years of college.

The following table shows the number and percentage of the 1940 population 25 years old or over who had completed various years of school:

Years Completed	Number	Per Cent
None	95,414	5.8
Elementary:		
1-4 years	337,639	20.5
5-6 years	309,347	18.8
7-8 years	344,891	20.9
High School:		
1-3 years	226,448	13.7
4 years	152,816	9.3
College:		
1-3 years	88,864	5.4
4 or more	67,036	4.1
Not Reported	27,365	1.7
<b>TOTAL</b>	<b>1,649,820</b>	<b>100.0</b>

Sight-Saving Teacher Training Course. The course to be given will be that recommended by the National Society for the Prevention of Blindness.

Applications or inquiries concerning this course should be directed to Dr. J. R. Robinson, Registrar, Peabody College, Nashville, Tennessee.

## FELLOWSHIPS OFFERED NEGRO EDUCATORS

The North Carolina Tuberculosis Association announces that the National Tuberculosis Association is again offering to Negro nurses, teachers, and health educators in the Southern States five fellowships in Health Education at the Summer Session of the University of Michigan.

The fellowships which cover transportation, tuition, room and board and a reasonable allowance for books cost approximately \$175 each for the period of the Summer Session from June 2 to August 14. The National Association will pay half of this cost and the State and Local Association the other half.

No formal application blank is provided, but a letter from the candidate, a transcript of the candidate's scholastic record, an outline of his previous experience, and plans for and scope of work and utilization of special training must be submitted.

For further information please write the North Carolina Tuberculosis Association, Box 452, Winston-Salem, N. C. All applications must be filed not later than April 1, 1942.

## SCHOLARSHIPS OFFERED WOMEN EDUCATORS

Two full tuition scholarships of \$600 each are available in the field of health education at Massachusetts Institute of Technology (Department of Biology and Public Health) for 1942-43. Each covers the tuition fee for the full scholastic year. They are available for women only.

These scholarships will be awarded to candidates recommended by the National Tuberculosis Association. It is desirable that applicants should have basic training in chemistry, biology, psychology, and education. The awards will be based upon the nature and quality of the previous academic work of the applicant, personality qualifications for professional work in the field of public health, and need of scholarship aid. Although professional experience is not required, preference will be given to candidates possessing the Bachelor's or Master's degree, and having had successful teaching or administrative experience. Reasonable assurance must be given by the applicant that she is prepared to accept the scholarship promptly if it is offered to her, and that she is definitely interested in entering or continuing a professional career in Health Education.

The scholarships will be awarded in June 1942 and applications should be received not later than April 30. All those who are interested are invited to write to the Child Health Education Service of the National Tuberculosis Association, 1790 Broadway, at 58th Street, New York, N. Y., for application blanks.

## ESSAY CONTEST FOR NEGRO SCHOOLS ANNOUNCED

The National Tuberculosis Association announces the Ninth Annual Negro High School Essay Contest. This contest, which features a \$100.00 Scholarship as first prize nationally, is sponsored by the North Carolina Tuberculosis Association and affiliated local tuberculosis associations and committees.

Besides the \$100.00 Scholarship (or \$50.00 in cash) a gold medal also will be presented to the winner and a bronze plaque will be given to the school of the winner. The second prize winner will receive \$40.00 in cash and a silver medal and the school will receive a bronze plaque. In all there are a total of 14 cash prizes to be given as national awards.

The winners in the State competition will receive \$10.00, \$5.00, and \$2.50 for first, second, and third prizes and will have their papers

(Continued on Page 8)



# STATE SCHOOL FACTS

## Salaries Paid Principals---State Funds

Table I

Just as in the case of teachers, principals in a few instances are paid from local sources an additional amount beyond that provided by State funds. This fact makes the average annual salary of principals slightly greater than the average from State sources alone. Table I shows the State average and total salaries in parallel columns for white, Negro and total principals. A simple calculation subtracting the "State" average from the "Total" will give the average amount in each instance paid principals from local funds.

with the State standard schedules, maximum and minimum, are given for eight recent years. This table also gives the number of principals allowed and the total salaries paid for each classification.

The 328 elementary principals were paid an average of \$1,455.00 from State funds. This was \$374.29 more than the average paid in 1933-34 to the 221 elementary white principals employed that year.

The 86 Negro principals of elementary schools were paid an average of \$1,206.78 from State funds, or \$365.27 more than the average amount paid in 1933-34.

The 706 white high school principals received an average of \$1,686.97 for the year 1940-41. This was an increase of \$491.96 over the average for 1933-34.

Table II

In this table the average salaries paid both elementary and high school principals in accordance

## II. SALARIES PAID PRINCIPALS, STATE FUNDS

YEAR	WHITE PRINCIPALS			NEGRO PRINCIPALS		
	Number	Total Salaries Paid	Average Annual Salary	Number	Total Salaries Paid	Average Annual Salary
IN ELEMENTARY SCHOOLS						
1933-34	221	\$239,092.57	\$1,081.71	61	\$51,332.08	\$841.51
1934-35	226	238,942.75	1,145.76	66	55,340.00	838.48
1935-36	228	293,614.44	1,287.78	65	66,799.39	1,027.68
1936-37	241	323,259.78	1,341.33	65	76,611.00	1,178.63
1937-38	300	425,665.25	1,418.88	75	88,387.60	1,178.50
1938-39	315	453,341.20	1,439.18	78	93,592.70	1,199.91
1939-40	320	462,667.00	1,445.83	82	99,669.80	1,215.49
1940-41	328	477,240.35	1,455.00	86	103,783.29	1,206.78
IN HIGH SCHOOLS						
1933-34	659	\$787,511.37	\$1,195.01	111	\$96,670.00	\$870.90
1934-35	664	788,225.44	1,187.09	119	102,906.06	864.76
1935-36	680	979,311.90	1,440.16	131	137,800.74	1,051.91
1936-37	684	1,038,718.58	1,518.48	139	154,846.60	1,114.00
1937-38	689	1,144,131.17	1,660.57	148	180,886.60	1,222.21
1938-39	697	1,164,194.62	1,670.29	161	195,414.98	1,213.76
1939-40	705	1,183,869.00	1,679.24	169	207,424.14	1,227.35
1940-41	706	1,190,598.25	1,686.97	176	220,170.30	1,250.97
IN ALL SCHOOLS						
1933-34	880	\$1,026,570.54	\$1,166.55	172	\$148,002.08	\$860.48
1934-35	890	1,047,168.19	1,176.59	185	158,246.06	855.38
1935-36	908	1,272,926.34	1,401.90	196	204,600.13	1,043.88
1936-37	925	1,361,978.36	1,472.41	204	231,457.60	1,134.60
1937-38	989	1,569,796.42	1,587.26	223	269,274.70	1,207.51

1940-41 CITY UNITS  
 NEGRO PRINCIPALS

### Tables III and IV

Negro high school principals was \$1,250.97, or \$380.97 more than the average paid the 111 Negro principals employed in 1933-34.

In all schools, both elementary and high, the average annual salary paid white principals was \$1,613.38 during 1940-41. This, figured at slightly more than \$200 per month for an eight months' term, or approximately \$135 per month on a twelve months' basis.

Negro principals were paid an average salary of \$1,236.46 for the year 1940-41, which was \$151.00 per month for eight months or \$103 if figured on a twelve months' basis.

In the interpretation of these figures, it should be noted that the State salary schedules, both the maximum and minimum, consider the factor of size of school as determined by the number of teachers together with the years of experience as principal—the larger the school, the greater the salary.

### I. AVERAGE SALARIES PAID PRINCIPALS (Elem. and H. S.)

Year	White		Negro		Total	
	State	*Total	State	*Total	State	*Total
1933-34	\$1,166.55	\$1,210.94	\$ 860.48	\$ 877.29	\$1,116.51	\$1,150.90
1934-35	1,176.59	1,198.96	835.38	886.40	1,121.31	1,146.58
1935-36	1,401.90	1,456.00	1,043.88	1,096.65	1,338.34	1,392.12
1936-37	1,472.41	1,536.05	1,134.60	1,164.35	1,411.37	1,467.24
1937-38	1,587.26	1,643.28	1,207.51	1,260.75	1,517.33	1,571.56
1938-39	1,598.36	1,667.14	1,209.24	1,266.02	1,523.22	1,588.17
1939-40	1,606.38	1,686.75	1,223.48	1,292.52	1,531.05	1,608.17

### III. SALARIES PAID PRINCIPALS FROM STATE FUNDS, 1940-41—COUNTY UNITS

UNIT	WHITE PRINCIPALS			NEGRO PRINCIPALS		
	Number	Total Salaries Paid	Average Salary Paid	Number	Total Salaries Paid	Average Salary Paid
Almanace	10	\$ 17,396.00	\$1,739.60	2	\$2,340.40	\$1,170.20
Alexander	1	1,112.00	1,112.00	1	1,208.00	1,208.00
Altigiany	2	3,400.00	1,700.00	1	1,450.00	1,450.00
Anderson	2	1,424.00	712.00	2	2,100.00	1,050.00
Ashy	9	13,942.00	1,549.11	..	.....	.....
Avery	7	11,714.00	1,672.43	..	.....	.....
Beaufort	6	10,106.00	1,684.33	2	2,358.40	1,179.20
Bertie	8	10,965.75	1,370.72	2	2,726.40	1,363.20
Bladen	6	9,640.00	1,606.67	4	4,624.40	1,156.10
Brunswick	5	8,384.00	1,676.80	1	1,128.00	1,128.00



IV. SALARIES AND SALARY UNITS

1940-41—CITY UNITS

UNIT	WHITE PRINCIPALS			NEGRO PRINCIPALS		
	Number	Total Salaries Paid	Average Salary Paid	Number	Total Salaries Paid	Average Salary Paid
Albemarle	5	\$ 7,288.00	\$1,457.60	...	...	...
Andrews	1	1,840.00	1,840.00	...	...	...
Ashboro	1	1,680.00	1,680.00	...	...	...
Ashville	10	16,528.00	1,652.80	...	...	...
Burlington	7	11,216.00	1,602.29	...	...	...
Canon	6	9,256.00	1,542.67	...	...	...
Chapel Hill	1	1,584.00	1,584.00	...	...	...
Charlotte	17	29,224.00	1,719.06	...	...	...
Cherryville	1	1,368.00	1,368.00	...	...	...
Clinton	1	1,680.00	1,680.00	...	...	...
Concord	5	7,888.00	1,577.60	...	...	...
Durham	12	19,104.00	1,592.00	...	...	...
Edenton	...	...	...	...	...	...
Elizabeth City	2	3,064.00	1,532.00	...	...	...
Elm City	...	...	...	...	...	...
Enfield	...	...	...	...	...	...
Fairmont	2	2,576.00	1,288.00	...	...	...
Fayetteville	4	6,488.00	1,622.00	...	...	...
Franklin	...	...	...	...	...	...
Fremont	...	...	...	...	...	...
Gastonia	...	...	...	...	...	...
Glen Alpine	...	...	...	...	...	...
Goldboro	4	6,712.00	1,678.00	...	...	...
Greensboro	12	19,722.00	1,643.50	...	...	...
Greenville	3	4,768.00	1,589.33	...	...	...
Hamlet	2	3,312.00	1,656.00	...	...	...
Henderson	4	5,768.00	1,442.00	...	...	...
Hendersonville	1	1,800.00	1,800.00	...	...	...
Hickory	9	12,864.00	1,429.33	...	...	...
High Point	10	17,280.00	1,728.00	...	...	...
Kannapolis	5	9,248.00	1,849.60	...	...	...
Kings Mountain	2	3,248.00	1,624.00	...	...	...
Kinston	3	5,240.00	1,746.66	...	...	...
Laurinburg	1	1,624.00	1,624.00	...	...	...
Leaksville	6	10,136.00	1,689.33	...	...	...
Lenoir	3	4,460.00	1,486.66	...	...	...
Lexington	5	7,920.00	1,584.00	...	...	...
Lincolnton	2	3,000.00	1,500.00	...	...	...
Lumberton	2	2,904.00	1,452.00	...	...	...
Madison	1	1,368.00	1,368.00	...	...	...
Marion	4	5,944.00	1,486.00	...	...	...
Monroe	1	1,480.00	1,480.00	...	...	...
Montesville	2	3,424.00	1,712.00	...	...	...
Morehead	3	5,296.00	1,765.33	...	...	...
Mount Airy	...	...	...	...	...	...
Murphy	4	6,624.00	1,656.00	...	...	...
New Bern	1	1,784.00	1,784.00	...	...	...
Newton	1	1,608.00	1,608.00	...	...	...
North Wilkesboro	2	3,248.00	1,624.00	...	...	...
Oxford	...	...	...	...	...	...
Pinehurst	2	3,336.00	1,668.00	...	...	...
Raleigh	11	17,048.00	1,549.82	...	...	...
Red Springs	...	...	...	...	...	...
Reidsville	5	6,768.00	1,353.60	...	...	...
Roanoke Rapids	7	9,326.75	1,332.39	...	...	...
Rockingham	3	3,560.00	1,186.66	...	...	...
Rocky Mount	2	1,780.00	890.00	...	...	...
Salisbury	6	9,128.00	1,521.33	...	...	...
Sanford	5	8,152.00	1,630.40	...	...	...
Shelby	2	3,720.00	1,860.00	...	...	...
Southern Pines	7	9,320.00	1,331.43	...	...	...
Stantonsville	4	6,696.00	1,674.00	...	...	...
Thomasville	1	1,800.00	1,800.00	...	...	...
Tryon-Saluda	4	6,720.00	1,680.00	...	...	...
Wadesboro	1	1,536.00	1,536.00	...	...	...
Washington	2	3,128.00	1,564.00	...	...	...
Weldon	3	5,207.10	1,735.70	...	...	...
Wilson	1	1,424.00	1,424.00	...	...	...
Winston-Salem	4	6,768.00	1,692.00	...	...	...
TOTAL	255	\$409,695.85	\$1,606.65	115	\$149,315.38	\$1,298.39

Caswell	6	8,872.00	1,478.67	1	1,478.67	1,478.67
Catawba	12	19,736.00	1,644.67	1	1,644.67	1,644.67
Chatham	9	13,664.00	1,518.22	3	3,833.20	1,277.73
Cherokee	2	2,304.00	1,152.00	...	...	...
Chowan	1	1,614.00	1,614.00	...	...	...
Clay	1	1,764.00	1,764.00	...	...	...
Cleveland	12	19,152.00	1,596.00	4	4,038.40	1,009.60
Columbus	11	19,176.00	1,743.27	6	6,506.00	1,084.34
Craven	6	8,404.00	1,400.67	2	2,116.00	1,058.00
Cumberland	8	13,150.00	1,643.75	3	3,176.00	1,058.67
Currituck	2	2,760.00	1,380.00	1	1,129.60	1,129.60
Dare	4	5,056.00	1,264.02	...	...	...
Davidson	15	23,125.00	1,541.67	...	...	...
Davie	4	7,060.00	1,765.00	1	952.00	952.00
Duplin	10	16,986.65	1,698.67	5	5,227.20	1,045.43
Durham	8	13,207.00	1,650.88	1	1,292.00	1,292.00
Edgecombe	7	9,986.00	1,426.57	1	1,284.00	1,284.00
Forsyth	17	29,088.00	1,711.06	1	1,202.00	1,202.00
Franklin	8	12,512.80	1,564.10	2	2,331.20	1,165.60
Gaston	20	35,408.00	1,770.40	3	3,032.00	1,010.67
Gates	4	5,408.00	1,352.00	1	1,209.60	1,209.60
Graham	2	3,516.00	1,758.00	...	...	...
Granville	6	8,960.00	1,493.33	1	1,062.80	1,062.80
Greene	5	8,360.00	1,672.00	1	1,472.00	1,472.00
Guilford	20	34,436.00	1,716.30	2	1,970.80	985.40
Halifax	4	6,248.00	1,562.00	3	3,916.00	1,305.33
Harnett	11	19,946.00	1,813.27	2	2,963.20	1,481.60
Haywood	10	16,368.00	1,636.80	...	...	...
Henderson	10	15,728.00	1,572.80	...	...	...
Hertford	3	4,866.00	1,622.00	3	4,142.40	1,380.80
Hoke	1	1,912.00	1,912.00	1	1,532.00	1,532.00
Hyde	3	3,728.00	1,242.66	1	1,091.60	1,091.60
Iredell	11	17,276.45	1,570.59	...	...	...
Jackson	4	7,160.00	1,790.00	...	...	...
Johnston	16	29,800.00	1,868.13	7	8,932.00	1,276.00
Jones	4	5,700.00	1,425.00	2	2,532.00	1,266.00
Lee	4	6,344.00	1,586.00	1	1,486.40	1,486.40
Lenoir	2	2,552.00	1,276.00	1	1,252.00	1,252.00
Lincoln	6	8,640.00	1,440.00	...	...	...
Macon	2	1,484.00	742.00	...	...	...
Madison	7	3,916.00	1,305.33	...	...	...
Martin	1	1,364.00	1,364.00	...	...	...
McDowell	5	1,200.00	240.00	2	2,700.00	1,350.00
Mecklenburg	16	4,426.00	276.62	4	4,354.40	1,088.60
Mitchell	5	1,280.00	256.00	...	...	...
Montgomery	5	1,396.00	279.20	...	...	...
Moore	12	16,800.00	1,400.00	2	2,396.40	1,198.20
Nash	11	18,460.00	1,678.18	2	2,697.60	1,348.80
New Hanover	11	17,544.00	1,594.91	3	3,566.67	1,188.89
Northampton	7	10,112.00	1,444.57	4	4,700.00	1,175.00
Onslow	5	8,870.00	1,774.00	1	1,084.40	1,084.40
Orange	4	6,276.00	1,569.00	1	1,253.60	1,253.60
Pamlico	5	7,276.00	1,455.20	1	1,209.60	1,209.60
Pasquotank	3	4,144.00	1,381.33	1	1,337.60	1,337.60
Pender	3	7,296.00	2,432.00	...	...	...
Perquimans	7	11,404.00	1,629.14	2	2,636.00	1,318.00
Person	2	2,744.00	1,372.00	1	1,164.00	1,164.00
Pitt	13	21,004.00	1,615.69	2	2,536.00	1,268.00
Polk	4	5,752.00	1,438.00	5	6,084.40	1,216.88
Randolph	12	19,264.00	1,605.34	...	...	...
Richmond	5	7,838.00	1,567.60	1	1,120.00	1,120.00
Robeson	20	30,342.00	1,517.10	5	6,244.00	1,248.80
Rockingham	10	15,010.00	1,501.00	...	...	...
Rowan	13	22,232.10	1,710.16	4	4,310.00	1,077.50
Rutherford	21	34,394.00	1,637.81	2	2,352.40	1,176.20
Sampson	15	23,042.00	1,536.13	2	2,096.80	1,048.40
Scotland	3	4,224.00	1,408.00	...	...	...
Stanly	11	17,392.00	1,581.09	3	3,332.00	1,110.67
Stokes	9	14,616.00	1,624.00	...	...	...
Surry	13	22,272.00	1,713.23	...	...	...
Swain	4	6,188.00	1,547.00	...	...	...
Tennessee	3	5,464.00	1,821.33	...	...	...
Tyrrell	1	1,632.00	1,632.00	1	1,137.20	1,137.20
Union	14	22,034.00	1,573.86	1	979.50	979.50
Vance	1	7,072.00	7,072.00	...	...	...
Wake	14	24,074.00	1,719.57	9	10,519.20	1,168.80
Warren	3	6,716.00	2,238.67	2	3,060.00	1,530.00
Washington	3	4,952.00	1,650.67	2	2,626.00	1,313.00
Watauga	7	10,432.00	1,490.29	...	...	...
Wayne	10	16,384.00	1,638.40	4	4,449.60	1,112.40
Wilkes	9	15,206.00	1,689.56	1	1,545.20	1,545.20
Wilton	6	9,388.00	1,564.67	...	...	...
Yadkin	7	12,362.00	1,766.00	...	...	...
Yancey	5	9,087.00	1,817.40	...	...	...
TOTAL	147	\$1,258,542.75	\$1,615.59	147	\$174,638.30	\$1,188.02



entered in the national competition.

The writers entering the contest will have a choice of three different titles upon which to write their essays: (1) What People Really Know About Tuberculosis, (2) Let My People Live, and (3) The Control of Tuberculosis and Its Importance in a Nation "At War." The essays must be limited to 2,000 words and the winning essay from each school should be in the hands of the North Carolina Tuberculosis Association not later than April 20, 1942.

Complete information regarding this contest may be secured by writing Frank W. Webster, Executive Secretary of the North Carolina Tuberculosis Association, Winston-Salem, N. C.

### PAN AMERICAN DAY OBSERVED APRIL 14

The observance of Pan American Day will take place this year on April 14. This observance offers opportunities for the writing and preservation of original material in the field of plays and pageants. To assist groups planning to observe Pan American Day, the Pan American Union has prepared a list of material which will be furnished to teachers or group leaders. Address all communications to the Pan American Union, Washington, D. C.

### PAN AMERICAN UNION OFFERS AWARDS

For the best paper on "What Inter-American Cooperation Means to My Country," the Pan American Union has announced a grand award of a Four Year University Scholarship, valued at \$6,000, providing tuition, travel and reasonable expenses at any college or university in the Western Hemisphere. At least two years must be spent at a Latin American University or college. Besides this grand award, three State awards are offered: First, \$50; Second, \$25; and Third, a silver medal.

All students of high school grade are eligible to enter the competition. The papers submitted on the above-named subject shall not be more than 700 words in length. Each paper shall be written with pen and ink or typewriter on one side of paper only and bear the name, school and home address of the writer in the upper left-hand corner of the first page. The name of the school principal should also be given.

All manuscripts shall be presented to the teacher or principal on or before Pan American Day, April 14, 1942. A committee of local educators shall select the two best papers from each high school and forward them to the State Superintendent of Public Instruction not later than May 1, 1942.

Correspondence with further reference to this contest should be addressed to Pan American Union,

Inter-American Forum, Washington, D. C.

### NYA EDUCATION CHANGES PERSONNEL

Mr. Porter Garland, Assistant Supervisor of Occupational Information and Guidance, Division of Vocational Education, State Department of Public Instruction, resigned his job January 15, 1942, for service in the U. S. Armed Forces. Mr. Garland is now located in the Air Corps Technical School, Keesler Field, Mississippi. Mr. Garland served for a year in the field of Occupational Information and Guidance for NYA youth. Recent reports indicate that Mr. Garland is getting along fine in his new work.

Mr. James Woodson, formerly with the National Youth Administration as Area Student Work Officer, has been appointed to fill Mr. Garland's position as Assistant Supervisor of Occupational Information and Guidance, responsible for the further development of a program of guidance for NYA youth. Mr. Woodson was an instructor in Hugh Morson High School, Raleigh, before he accepted work with the NYA.

Mr. Paul O. Latham, former Senior Accountant in charge of fin-

ance and statistics with the NYA Educational Division of Vocational Education, has resigned to accept a position with R. C. Carter's Accounting Firm, Raleigh. Mr. Latham has been succeeded by Mr. J. A. Winston, who was formerly with the Unemployment Compensation Commission in Raleigh.

### BIRD BOOK TO COME FROM PRESS SOON

The book "Birds of North Carolina" by Pierson, Brimley and Brimley is expected from the press during the latter part of April, it was recently announced by Harry Davis, Curator of the State Museum, who has had charge of the preparation and sale of the revised edition of this book originally printed in 1919.

All schools and individuals anticipating the purchase of this new edition should do so at once in order to take advantage of the pre-publication price of \$2.25. Orders placed after the book appears will be filled only at the regular price of \$3.50 per copy.

A folder describing the content of the book has been sent to each superintendent, principal and school librarian. Additional copies of this folder are available from the State Museum, Raleigh, N. C.

### HELP SELECT A STATE BIRD

The North Carolina State Bird Club is sponsoring a campaign among the schools and nature organizations of the State for the selection of a bird to be recommended to the General Assembly of 1943 for adoption as Official State Bird. Most of the 48 States already have official state birds chosen by their legislatures.

The help of every classroom teacher is requested in this campaign, which, it is hoped, will encourage conservation of our wildlife and secure a wider appreciation and enjoyment of some of our common birds. Principals are requested to bring this to the attention of as many classroom teachers as possible. Teachers are requested to study and discuss various proposed birds and any others which may be thought worthy of consideration, and then list on a postal card the numbers of students favoring each bird. They should also include their own preference, some information regarding their classes and bird work, and their name and address. Mail the card to L. H. Jobe, Editor, *North Carolina Public School Bulletin*, Raleigh, N. C.

Following are brief statements about eight of the birds which have been proposed for North Carolina: The *Red-Winged Blackbird* is a bird of the low grounds and marshes throughout the year. The male is a glossy black with a red patch and yellow stripe on each wing. The *Catbird* summers all over the State, wintering to some extent in the eastern counties. It is well known to all who have gardens with a

### THE SCHOOL LUNCH PROGRAM

Because of the emphasis that is being placed upon nutrition in the nation as a whole today, the School Lunch Program is taking a more prominent place in the schools than ever before. What is your school doing to improve the nutrition of its children? Do they have the advantage of a hot school lunch daily? What are you doing to make a school lunch program possible? Have you been in touch with your County Supervisor of the WPA School Lunch Program? In almost every county of the State such a person is available should you wish information concerning the program.

The District Supervisors of the six WPA districts in the State will be glad to talk to groups of teachers, principals, or superintendents to explain the policies and procedures of the School Lunch Program. The supervisors of the six districts are:

- District 1—Mrs. Daisy P. Stancill, Williamson
- District 2—Mrs. Nelle C. Woodall, Durham
- District 3—Mrs. Robbie E. Frederick, Wilmington
- District 4—Mrs. Annie H. Cragan, Winston-Salem
- District 5—Mrs. Ola H. Redfern, Charlotte
- District 6—Miss Pauline Lentz, Asheville



little shrubbery. The *Mourning Dove*, a bird of the wood, field, and occasionally the yard, resides throughout the State at all seasons. This bird is of great economic value, since it consumes large amounts of weed seed. The male *Wood Duck* is the most beautiful of all ducks. It once seemed headed for extinction, but strict protection has resulted in increased numbers. It is a resident, and is one of the few ducks which nest in North Carolina. The *Scarlet Tanager*, with its scarlet body, and black wings and tail, is one of our most conspicuous birds and one of the easiest to recognize. However, it nests only in the mountains and as far east as Durham, and is a spring and fall transient elsewhere. The *Wild Turkey*, a permanent, though unfortunately no longer common, resident, is noted for its size, dignity, and caution. It is our largest game bird and was Ben Franklin's candidate for the national bird of the United States. The *Red-Headed Woodpecker* with its red, white, and black plumage is familiar to everyone, particularly in the towns. Its food includes insects and acorns. The *Carolina Chickadee*, which is sometimes erroneously listed as the Official State Bird of North Carolina, was proposed to the legislature a few years ago and rejected. This bird is also called the Tomtit, and the State legislators refused to take the risk of having North Carolina known as the "Tomtit State."

The following list of most of the birds already adopted by other states may aid Tarheels in making the choice of a State bird for North Carolina: Flicker—Alabama; Carolina Wren—South Carolina; Robin—Virginia, Michigan, Wisconsin; Bluebird—Missouri, New York; Western Meadowlark (almost indistinguishable from our Meadowlark)—Kansas, Nebraska, North Dakota, South Dakota, Wyoming, Oregon; Wood Thrush—District of Columbia; Mockingbird—Arkansas, Florida, Mississippi, Tennessee, Texas; Brown Thrasher—Georgia; Black-Capped Chickadee (very similar to the Carolina Chickadee)—Maine; Tufted Titmouse—West Virginia; Cardinal—Delaware, Illinois, Indiana, Kentucky; Goldfinch—Iowa, Minnesota, New Jersey, Washington; Baltimore Oriole—Maryland.

## CONTEST FOR ART STUDENTS ANNOUNCED

Prizes of a \$25 defense bond and \$10 and \$5 in defense stamps as first, second and third prizes will be awarded for the winning designs in an art contest for the front cover design of the official souvenir program of the anniversary of the establishment of Raleigh as the State Capital, it was recently announced by the Sesquicentennial Commission.

This is the last in a series of three contests that the Commission

(Continued on Page 12)

## Schools and Defense



## UNIVERSITY LIBRARY OFFERS INFORMATION SERVICE

The University of North Carolina, in an attempt to further its services to schools during the crisis, has set up in its library a Center of Information which has as its chief function the assembling and releasing of information on all phases of the national defense program. Any school superintendent, principal, librarian, or teacher may secure through this service package libraries on any subject desired for use with adult forums and discussion groups. The Center is not prepared to meet the demand from grade and high schools for classroom use; however, it will gladly advise with schools and libraries on ways and means of developing their own centers of information. The cost to the individual is postage both ways and the materials may be kept three weeks. All requests should be directed to the Center of Information, University Library, Chapel Hill.

Package libraries have already been prepared on such topics as: Air Raid Precaution, Civilian Defense, Dangers to Democracy from Within, Can Hitler be Defeated in Europe, How Would a Hitler Victory Affect American Business, Compulsory Military Training as a Permanent Policy, Women and War, Post-War Planning and many other related subjects. In addition to material already assembled, the Center has available a limited number of charts, graphs, maps, and other visual aids; discussion outlines and bibliographies may be requested.

Public forum and discussion groups as well as social science teachers are finding this service a means of vitalizing their studies.

## DURHAM COUNTY SCHOOL HAS DEFENSE BANQUET

The Junior Class of the Bethesda High School, Durham County, held a Defense Banquet this year instead of the regular junior-senior banquet. The cost of this banquet was curtailed in such a way that there was a surplus sufficient for buying a defense bond which was presented to the library in honor of Bethesda boys who are now in the armed services of the county. Miss Fannie Brogden, home room

teacher, is sponsor for the Junior Class.

Upon hearing about this Defense Banquet given by the students of Bethesda School, State Superintendent Clyde A. Erwin said, "I think that at a time like this these students have shown a very patriotic spirit—it indicates that our boys and girls can rise to the occasion in times of emergency as well as adults. It well illustrates those fine attributes of unselfishness, patriotism, and sacrifice. I heartily concur in the idea of our youth participating in whatever ways possible in our all-out defense effort."

## SMITH APPOINTED DIRECTOR FOR TRAINING DEFENSE WORKERS

J. Warren Smith of the North Carolina State College faculty has been appointed as State Director of Vocational Training for Defense Workers and as such becomes a staff member of the State Department of Public Instruction. Mr. Smith has been loaned to the State Department by the College for the duration of the war emergency.

In this new position, Mr. Smith will be responsible for the administration of all programs that include training for defense workers. The main divisions of this work are: Programs 1 and 2 in Industrial Education; program 4 in Agriculture Education; and program 5 operated in cooperation with the NYA. Because of the seriousness of the war emergency, Vocational Training for Defense Workers has become a vital part of the Vocational Education program. T. E. Browne is Director of the Division of Vocational Education of the State Department of Public Instruction.

## HIGH SCHOOL BOYS TO BUILD MODEL PLANES

North Carolina high school students have agreed to participate in a National school effort to build 500,000 model airplanes. North Carolina's quota of 10,000 includes 50 different models—German, Japanese, Italian, Russian, British and American designs. Those models made well enough to pass inspection will be used to acquaint civilians to recognize different models.

A school quota has been sent to high schools that now have Industrial Arts departments. Plans and specifications will be furnished by the Navy Bureau of Aeronautics.

J. Warren Smith, recently appointed State Director of Vocational Training for Defense Workers, State Department of Public Instruction, will act as State Director of the Model Aircraft Production Project.



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## A History Of The North Carolina Capital

FOR many years North Carolina had no fixed capital. The first assembly of Albemarle, the initial lawmaking body in the colony, met on Little River, which divides Pasquotank and Perquimans counties, in 1665. In the early days the proprietary governors called a meeting of the assembly and council wherever seemed most convenient, to meet in the homes of "substantial planters." By 1679, however, the proprietors, realizing the advantages of a permanent seat of government, instructed John Harvey and his "councell of the county of Albemarle in the Province of Carolina . . . to choose some fitting place in a Collony whereon to builde the cheefe towne of Albemarle . . .," giving due regard to "health plenty and easy access."

The assembly, nevertheless, continued to meet wherever it was called by the governor. In 1707-08 it met with Captain John Hecklefield, who lived on Little River, in Perquimans County, but by 1710 the Chowan settlement was the virtual capital of the province, and twelve years later the village was incorporated as Edenton. From then until about 1743 the assembly usually met here.

Governor Gabriel Johnston said in 1744, "We have now tried every town in the Colony, and it is high time to settle somewhere." It was his desire to make New Bern the permanent seat of government, and two years later the assembly, meeting in Wilmington, passed an act giving New Bern this distinction. Although this act was repealed, New Bern remained the usual seat of government for a number of years, with only an occasional session at Edenton, Bath and Wilmington.

By an act of the Assembly of 1758, a plantation belonging to Governor Arthur Dobbs, containing 850 acres and situated on the north side of the Neuse River in Dobbs County, about thirty miles northwest of New Bern, was selected as the colonial capital and was named George City. Although the act making provision for this was never executed, it created a great deal of talk and controversy until New Bern was later made the seat of government.

When William Tryon became governor, he said he wanted to stop the wanderings of the "itinerant Publick Assemblies," and he began to have the famous Tryon's Palace built. This magnificent structure was a brick house trimmed in marble, with three stories, "87 feet wide and 59 feet deep, with two outlying wings of two low stories each, connected with the main block by semicircular colonnades." Eight tons of lead were said to have been used in the plumbing of the house, and all of the sashes and four of the principal mantels were imported. The construction of this beautiful building, completed in 1770 at a cost of over 16,000 pounds, was said to have been one of the main factors in bringing about the War of the Regulation, because many North Carolinians had no desire to pay taxes for such a "luxurious" structure, which served both as the governor's residence and as the capitol of the colony. Royal Governors Tryon and Martin lived successively in this "Palace," as did Richard Caswell, the first governor under the constitution of 1776. Fire destroyed most of the edifice in 1798, but today one wing survives as a historic memorial.

During the Revolutionary War, when there was fear of an attack in the east by the British fleet, the assembly abandoned the Palace at New Bern and met at various times at Hillsboro, Halifax, Smithfield, Wake Courthouse, Fayetteville, and Tarboro. Even after Great Britain had recognized the independence of the American colonies, North Carolina still lacked a permanent seat of government. The public records were being lost while they were hauled from place to place "in a common cart," and the legislators complained of personal discomforts and expenses and, therefore, did not attend the sessions of the assembly promptly or regularly. Finally, in 1788, the Hillsboro convention voted that the capital of the state was to be within ten miles of Isaac Hunter's tavern in Wake County. There was serious objection to this proposed Wake site, and 119 delegates signed a petition pointing out the expense involved in establishing a new town "in a place unconnected with commerce," which would "never rise in reputation above a poor indigent catchpenny village." Nevertheless, 1,000 acres of land were bought from Joel Lane in 1792. As one Wake historian has said, "Raleigh was born a city. No wandering pre-historic cows laid out her streets and marked her thoroughfares."

Raleigh's first capitol, called the State House, was ready for its first meeting of the legislature in 1794. In 1831 the structure was totally destroyed by fire, but on July 4, 1833, the cornerstone of our present capitol was set in place. David Paton, an architect from Scotland, superintended the work, and seven years later, at a total cost of \$531,674.46, the building was completed. Today it stands as a symbol of unity and beauty to all Tar Heels.

## From The Office

### ✓ PHYSICAL EDUCATION AND PHYSICAL FITNESS

What is the role of physical education in National Defense? This question, of course, can be answered in a general way by saying that the aim of physical education is the same as the aim of general education. While it is not necessary or even desirable to overlook the value of physical education as a tool for the development of personality, desirable social behavior, and skills in recreational activities, we must, more than ever before, give attention to the simplest and most basic purpose of physical education: namely, to improve the physical body. A strong healthy body always has been and always should be a major aim in physical education, not merely for the sake of the body alone, but because all of the functions of life can be carried on best when the body is functioning optimally.

During this period of National Emergency the need for physical fitness for all the citizens of this Nation is recognized as it has not been since the last war. In any "all out war" such as is now being waged it takes "all out effort," and this requires physically fit men and women.

Schools have a definite responsibility to the Nation and to the individuals who are likely to be called to military service. Men who have been called to defend the country and those who are soon to be called may be classified into three groups:

1. Those who have physical defects and are considered unfit for service.
2. Those who do not have any major physical defects, but who nevertheless are not in good physical condition.
3. Those who are capable of taking intensive military training without undue hardship or strain.

The emergency required program of physical and health education for junior and senior boys in the high schools of North Carolina should be built around a program designed primarily to reduce the number of boys who will be found to be in the first two groups and to provide opportunity for those already in good physical condition to maintain that status.

The purpose of physical examinations of junior and senior boys which are now being conducted on a State-wide basis is to discover remedial defects to the end that such defects might be corrected. In many instances medical services will be needed but in many others, adequate diet, exercise, rest and sleep, and protection from disease will accomplish miracles.



## Education Quiz

(Answers on Page 12)

1. When does the Twelve Year Program on a State-wide basis officially begin in North Carolina?
2. How much money did the legislature appropriate to operate the additional grade for the first year?
3. How many administrative units are providing a twelve year program this year from local supplementary funds?
4. Will every administrative unit be required to operate a twelve year program next year?
5. How many states have 12 grade systems on a state-wide basis?
6. What states do not have 12 grade systems on a state-wide basis?
7. Where is the responsibility placed for the promulgation of rules for the expansion of the public school curriculum to embrace 12 grades?
8. On what basis will the State School Commission allot teachers for the school year 1942-43 in districts heretofore operating a school program embracing 12 grades?
9. In a district requesting to operate a twelve year program for the first time, on what basis shall teachers be allotted?
10. How long will it take to make the transition from an 11 to a 12 grade program?
11. How was the curriculum for the twelve year program constructed?
12. Did the general public have a part in developing the curriculum?
13. Has the outline course of study for the twelve year program been printed?
14. Does the Central Curriculum Committee suggest that the additional year be devoted chiefly to secondary or elementary education?
15. Are special provisions being made to overcome certification difficulties during the transition period?
16. Will the 8th grade be located in high school or elementary school building?
17. Will all students now in high school be required to take a 12th year of work for graduation?
18. Will students now in the 7th grade and below be normally expected to complete 12 years of work before graduation?
19. How many units will a student need for graduation from high school after the twelve year plan is in operation?
20. Approximately how many high school seniors are expected to return for the 12th year in 1942-43?

## Laws, Rulings, and Opinions

### USE OF SCHOOL BUSES

*Reply to Inquiry:* I have your letter of January 14, enclosing a letter from Mr. ...., who is ..... of the Transportation Committee of the ..... Chapter of the American Red Cross, and who is also ..... of the ..... County Civilian Defense Council, wherein he inquires if school buses may be used for the purpose of evacuating school children and other people in the event of an emergency which might arise in case of invasion by enemy forces.

Prior to the enactment of the School Machinery Act of 1933, there was no limitation upon the use of school buses except that the same were to be operated under the supervision of the local authorities, and, under the law as it then existed, school buses owned by the various political subdivisions of the State were used for various purposes other than actually carrying children to and from schools.

In 1933 the control and management of school buses was taken over by the State of North Carolina and the State School Commission was given direction and supervision over the same, and was also required to make rules and regulations as were necessary for the efficient and economical operation of the school transportation system. Section 26, Chapter 562, Public Laws of 1933.

In 1935 the Legislature, for some reason, perhaps to confine the operations more strictly to the transportation of school children to and from schools, amended the section relating to the operation of school buses by rewriting the same and including the following language:

"The use of school buses shall be limited to the transportation of children to and from school for the regularly organized school day; Provided, that in the discretion of the county superintendent and the principal of the school, buses may be used to transport children entitled to attend commencement exercises." Chapter 455, Public Laws of 1935.

In 1939 the Legislature rewrote this same section into the permanent School Machinery Act, Chapter 358 of the Public Laws of 1939, and eliminated therefrom the proviso appearing in the 1935 Act, which permitted such buses to be used, in the discretion of the superintendent and principal of the school, to transport children entitled to attend commencement exercises. This section was not amended by the 1941 Legislature.

Under the law as it is now written, I do not think that the school buses could be legally used for the purpose of evacuating school children or other people from any congested area in the

case of an emergency. Of course, I think they could be used for the purpose of evacuating school children in case an emergency arose during school hours on a regularly organized school day, to the same extent that they are now used to carry children to and from school on such days.

I know of no law which would permit the use of school buses for any other purpose than that outlined in the statute, but I have no doubt that in the case of an emergency, such as suggested by Mr. ...., such school buses would be used by the local authorities without any such authority, should the necessary occasion arise in this regard.—Attorney General, January 15, 1942.

### LOCAL BUDGETS; COUNTY-WIDE CURRENT EXPENSE FUNDS

*Reply to Inquiry:* You state that ..... County does not have a county treasurer, but handles its financial affairs through the Bank of ..... as fiscal agent, and has been placing all county-wide school tax collections in the general county school funds and causes the County Board of Education to issue school vouchers to pay the city units their share of these funds, and you inquire if this method carries out the intention of Section 15 (c) of the School Machinery Act.

That portion of Section 15 (c) pertinent to this question is as follows:

"All county-wide current expense school funds shall be apportioned to the county and city administrative units monthly, and it shall be the duty of the county treasurer to remit such funds monthly as collected to each administrative unit located in said county on a per capita enrollment basis."

Since ..... County does not have a treasurer but uses the Bank of ..... as its fiscal agent, I think this is a substantial compliance with the law, provided the vouchers are issued monthly and the apportionment to the county and city administrative units is made monthly for each unit's share of the county-wide current expense school funds as collected in said county on a per capita enrollment basis. For the purpose of complying with this Act, it seems to me that the Bank of ..... is acting as treasurer within the meaning of this section of the Act.—Attorney General, February 3, 1942.



## School Paper Notes

*Green Lights*, Greenville High School newspaper, has been awarded first place in this year's annual State high school newspaper contest held at the University of North Carolina. The Durham High School publication, *The Hi-Rocket*, which has won first place for the past ten years, was this year awarded second place. Third place was awarded to Greensboro's *High Life*.

Beginning tomorrow, boys and girls in the vocational training departments will exchange classes, so that the boys may study cooking and the girls may study gardening.—*The Philadelphum*.

The Orange County Training School, Chapel Hill, has recently won accreditation by the Southern Association of Colleges and Secondary Schools.—*The Orange Echo*.

Have you had your oranges, four and a half eggs, four and a half Coca-Colas, fourteen glasses of milk and thirty-five glasses of water this week?

The food survey taken recently by the home economics department shows that the above is the average for the Albemarle high school students.

According to the survey, 109 students have excellent health; 321 good; 84, fair; and 4, poor.—*The Full Moon*.

The Rock Ridge agriculture department has been helping in the defense program by buying defense stamps and bonds. The quota for Rock Ridge was \$250, but the department has bought \$580 "worth of America."—*Rock Ridger*.

Dear Editor: I want to say a few words about paper for defense. The students at school waste a lot of paper that could be used for the war. If the students and the people in the community would think about the paper they were wasting and started saving newspapers and other paper material, they could sell it and then they could buy defense stamps and bonds, or if they care to, they could give it to the Red Cross.—Norine Norris in the *Erwin Hi-Lite*.

High School is just like a washing machine, you get out of it just what you put into it—but you'd never recognize it.—*The Voice*.

### CONTEST FOR ART STUDENTS ANNOUNCED

(Continued from Page 9)

has provided to the school children of the State in the furtherance of attention upon the observance of the State Capital Sesquicentennial which will take place in Raleigh on April 26-30. The first contest, that of naming the great pageant spectacle, which is to be presented during the celebration, was closed on February 25th. The second, a drama contest announced elsewhere in this publication, will close March 25th.

The rules of the art contest are as follows:

### QUIZ ANSWERS

1. With the 1942-43 school term.
2. \$400,000.
3. 29.
4. No. Addition of the 12th year is optional by districts.
5. 42.
6. Louisiana, Georgia, South Carolina, North Carolina, Virginia, Maryland. (North Carolina will start the twelve year program next year; surveys are being made in Louisiana and Maryland preliminary to expansion of the school program to embrace 12 grades.)
7. With the State Superintendent of Public Instruction and the State School Commission.
8. Upon the basis of attendance for the preceding year.
9. On the basis of the average attendance for the preceding year and a fair and equitable estimate of the prospective increase in attendance.
10. Approximately 4 years.
11. Cooperatively, by superintendents, principals, teachers, supervisors, and professors of education.
12. Yes. A Lay and Professional Committee of representative people assisted.
13. No. Only a limited number of copies have been mimeographed.
14. Elementary.
15. Yes.
16. In either, depending upon local housing conditions.
17. No. Students now in high school will have the option of graduating from either the 11th or 12th grade.
18. Yes.
19. Sixteen units earned during the last four years or 12 units earned during the last three years.
20. 7,500—10,000.

### Contest Rules

1. Any bona fide student of a North Carolina college, high school or art school is eligible to enter.
2. Any number of designs may be submitted.
3. Drawings submitted must be 9" wide x 12" high or 18" x 24" (actual drawing size of paper).
4. Drawings may be made in water colors, ink or crayon but must show actual colors suggested.
5. All drawings must be received by the Raleigh Sesquicentennial Headquarters, Mezzanine Floor, Hotel Sir Walter, Raleigh, N. C., not later than 5 p.m. March 20.
6. Winning drawings become the property of the Raleigh Sesquicentennial Commission and may be used for display purposes. Entries will be returned if this is requested and postage enclosed.
7. Identity of the person submitting drawing *should not* show on face of drawing.
8. A board of judges will decide the winners on the basis of originality, workmanship, and appropriateness of design.
9. Prizes for winning drawings will be: First Prize, one \$25.00 Defense Bond; Second Prize, \$10.00 in Defense Stamps; Third Prize, \$5.00 in Defense Stamps.

## Press Clippings

*Robeson*. The Robeson Board of Commissioners recently appropriated up to \$15,000 as additional funds to be used to complete the Lumberton grammar school building now under construction.

*Raleigh*. Four principals of Raleigh's Negro schools formed a panel on "Problems and Needs of Education in the Negro Schools of Raleigh and What Citizens' Organizations Can Do," at a meeting yesterday (Feb. 2) of the Young Citizens Civic and Political Club.

*Gastonia*. Making a study of merchandising, advertising, and buying control, the 29 members of the distributive education class of Gastonia High School yesterday (Feb. 5) made a store wide tour of Belk Brothers Company in Charlotte.

*Forsyth*. Boys in the agriculture department at Walkertown School are "Future Farmers of America" in more than name. Through actual practice they are learning to be real farmers while through books they are studying grammar and algebra and French.

*Buncombe*. Lesson plans were discussed by W. H. Jones, State WPA Adult Education Technician, at a meeting of Buncombe County WPA adult education teachers yesterday (Feb. 3) at the courthouse.

*New Bern*. Craven County Commissioners will be asked Monday (Feb. 2) to call a special election in the New Bern School District for the purpose of voting a nine months' school term.

*Asheville*. Graduation exercises for 100 students of the 9-B grades of David Millard and Hall Fletcher Junior High Schools were held yesterday (Jan. 23) during chapel exercises.

*Durham*. The problem of schools in defense will be one of the principal matters discussed by members of the city board of education at its regular meeting tomorrow (Feb. 3) at 11:30 o'clock in the City Hall.

*Kannapolis*. Cannon High School's new vocational plant will have open house Thursday night, Feb. 19, just after the close of the monthly meeting of the Parent-Teacher Association.

*High Point*. Members of the city school board and of the finance committee of the City Council met jointly here this morning (Feb. 3) to discuss the possibility of increased tax revenue for the city and the further possibility of a resulting increase in pay for public school teachers.

*Chapel Hill*. A six-week "inter session" program in graduate education, designed to meet the requirements for graduate and principals' certificates, will be sponsored by the University of North Carolina, Division of Teacher Education in Chapel Hill from May 1 to June 6.



CP 370.5  
THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

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NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN

Dean R. B. House



April  
1942

Volume VI  
Number 8



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar of Events.....	2
Cover Picture .....	2
Editorial Comment—	
The Grand Jury "Reports".....	3
Boy Scouts Serve.....	3
Your Help Please.....	3
Superintendents Should Cooperate.....	3
Notes and Announcements—	
Lunchrooms Asked to Return Containers .....	4
Next Steps in Twelve Year Program Study .....	4
Guidance Bulletin Issued.....	4
The NAM and Education (box).....	4
WPA Maintains School At Camp Davis .....	4
Michigan College Offers Scholarship .....	5
Nature Camp Opens for Teachers and Youth Leaders.....	5
Colorado School of Mines Offers Scholarship .....	5
Fatalities Among Bicyclists (box).....	5
Physical Education Bulletin in Demand .....	5
Grand Juries Make Valuable Recommendations .....	5
School Bus Driver Manual Issued.....	12
State School Facts—	
Expenditures for Public Schools.....	6-7
Education for Victory—	
Progress Made in Vocational Training for Defense Workers.....	8
Vocational Training for Defense Workers (box) .....	8
War Policy for American Education .....	8
Office of Education Announces New Periodical .....	8
High School Boys Take Physical Examinations .....	9
Agricultural Defense Program.....	9
Letter—Leon Henderson (box).....	9
Biltmore College Sponsors "Freedom Forum" .....	9
Schools in Norway Closed.....	9
Tar Heel History—	
Johnston Blakeley — Gallant Seaman .....	10
From the Office—	
Qualitative Aspects of Teacher Education .....	10
Education Quiz .....	11
Laws, Rulings, and Opinions—	
Employment of Teachers Who Have Reached the Age of Sixty-five Years .....	11
Sale of Property, Disposition of Funds; Local Committees, Removal .....	11
School Paper Notes.....	12
Quiz Answers (box) .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

April 1, 1942

### To Superintendents, Principals and Teachers:

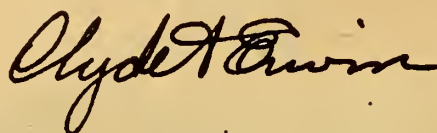
We have placed an order for printing the publication "The North Carolina Twelve Year Public School Program" in quantity sufficient to allow one to each teacher, principal and superintendent. This new bulletin, Publication No. 236, gives a brief summary of grade placement suggestions based on Publication No. 235, which was mimeographed and distributed to superintendents and to others as far as the supply would go.

This brief outline of the proposed twelve year program is being printed now in order to provide teachers and principals with copies of the suggested plan as it pertains directly to the instructional program. This first printed publication, therefore, although it bears a later number, contains the core program, or that part essential for the teacher herself, arranged on a year by year outline rather than a subject basis.

The publication will be distributed immediately upon receipt from the printer. I hope that each of you will study it carefully, especially as it relates to your own work. If you have any criticisms, please send them to Dr. J. Henry Highsmith of this Department. The committee is now engaged in revising the detailed study, Publication No. 235, which we hope to print early this summer in time for use when school opens next fall.

I shall appreciate it very much, therefore, if you will cooperate with the committee in making the proposed twelve year program vital in the lives of our boys and girls. The printed outline is another step in this process.

Very truly yours,



State Superintendent Public Instruction

## Calendar of Events

- 2—State School Board Association Meeting, Chapel Hill.
- 2-4—Negro State Teachers Association, Winston-Salem.
- 5—Easter Sunday.
- 8-10—N. C. Congress of P.-T.A., Annual Convention, Greensboro.
- 12-18—National Garden Week — "Gardens for Victory".
- 14—Pan-American Day.
- 26-30—State Capital Sesquicentennial.
- 25-May 2—National Boys and Girls Week.

## Cover Picture

This young man is learning to be a milling machine operator by attending a National Defense class in the Technical High School in Charlotte. This type of mechanic is at present time very much in demand in war industries. Training is being provided by public school facilities at the present time for more than 600 machine tool operators.



# North Carolina Public School Bulletin

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## Editorial Comment

### THE GRAND JURY "REPORTS"

But what follows next?

Elsewhere in this paper we are giving a few excerpts from an actual grand jury report. This report in parts reads, "brakes need repairs," "clutch needs adjusting," "brakes need adjusting," "latch on rear door needs adjusting." There were only 13 busses for which defects were reported.

Furthermore, this report states, "we find that Mr. . . ., the County Mechanic, is doing a good piece of work in repairing the school busses of this county but his inability to keep the busses in good condition is due to the fact that he has only one helper."

In this same report these statements are made:

"In our January report we asked that a dead tree in the yard of this school be removed. We note that this has not been done."

"In our January report we asked that window panes be put in the cafeteria. We still urge that this be done."

"Recommendations as to basement floors made in our former report have not been complied with. We still insist that this be attended to immediately."

Obviously, a grand jury makes an investigation of the property in a county for some reason, and so it makes recommendations to the judge presiding at the time as to what should be done.

In the above report, it appears that the county mechanic who is charged with the responsibility of looking after the mechanical aspects of the busses does not have sufficient help to do the job adequately. Well, what is the remedy in this instance? Why, another helper, of course.

The Division of Highway Safety has just issued *A Handbook for School Bus Drivers*, in which it is stated that "the driver should never attempt to make repairs himself,"

yet this bulletin says that "The safety of the children and the care of the bus are the two most important responsibilities resting on bus drivers. If drivers pay as much attention to maintaining the bus in good mechanical condition, and to its cleanliness, as they are required to pay to the safety of the children, there is no reason why the life of the average school bus could not be much longer, with a saving of money to the State and hence to its citizens."

It seems to us that the safety of the children comes first. Unless the bus is in good mechanical condition, how can safety be guaranteed, even with a careful driver? The brakes of a bus are essential to the safety of its passengers, but unless they are in good working order the driver should not operate that bus. The lives of children should not be jeopardized because of insufficient help to keep all transportation equipment in tip-top shape at all times while in use.

Furthermore, if a grand jury recommendation means anything, why shouldn't some means be devised to see that their recommendations are carried out within less than 60 days?

### BOY SCOUTS SERVE

The boy scouts are serving in a good many ways as a second line of defense in our war effort. During the first World War they sold Liberty Loan Bonds, distributed government literature in connection with war projects, gathered materials for gas masks, grew war gardens, and served in many other ways.

During this second World War, the boy scouts have already begun to serve. They are selling defense savings bonds and stamps; they are gathering waste paper, iron, rubber, and rags; they assisted in the aluminum collection campaign; and they are now being trained to assist in the civilian defense program as messengers and in giving first aid.

Right now, there is a need for the expansion of the services rendered by boy scouts. Since many of the leaders have gone into the army, there is also a need for more leaders for replacements in existing troops as well as for the organization of new troops.

Churches, schools and civic organizations usually sponsor scout troops. In many instances teachers and principals can take the lead in helping to organize new troops, especially during the summer months when many boys need, and the weather permits, outside activity. A double service may be rendered, therefore, by the establishment of boy scout troops, one to the boys and the other to the country.

### YOUR HELP PLEASE

With the next number of this publication Volume VI will end. After that number we shall begin



making plans for Volume VII, which will begin next September, if this publication is continued.

We have tried to make the BULLETIN as good as we could with the material at our disposal. Perhaps it has been of interest to you, but perhaps it could be made better. We should like to make it what you, the reader, would like it to be. You might want to see more about what the other local schools are doing. If so, we are soliciting your help with the request that you send interesting matters concerning your schools to us.

We shall appreciate also any comments that you may wish to make about the BULLETIN; and if you have any suggestions as to ways in which it may be made to fit your needs better, then by all means let us have those suggestions. We want to get out a publication that you will read, not one that will be cast into the wastebasket.

If any of you want back numbers for your files, please write us.

### SUPERINTENDENTS SHOULD COOPERATE

The proper procedure in the administration of the public schools, in most instances, is for the various State officers to deal directly with county and city superintendents. In the main this policy has been followed. Oftentimes, however, some superintendents have not relayed the information or distributed the material furnished to them by the State offices to their principals and teachers. As a result, these principals and teachers are denied the use of this material. Superintendents should cooperate in the distribution of information and materials as a regular part of their duties.



## Notes and Announcements

### LUNCHROOMS ASKED TO RETURN CONTAINERS

Schools receiving food products from the Commodity Distribution Division of the State Board of Charities and Public Welfare for their lunchrooms are asked to save the baskets, bags and crates in which these food commodities are shipped.

"Each month, or twice each month," according to A. E. Langston, Director of Commodity Distribution, "the Commodity Division sends to the school lunchrooms of the State large numbers of apple baskets, cotton and burlap bags, and frequently egg crates, in all of which surplus commodities are packed. Some of the schools have been very good about returning these empty containers; others seldom return them; and in a great many instances the containers which are returned have been given such rough usage that they are of no commercial value.

"I should like to request, therefore, that school lunchroom officials make especial effort to return to the storerooms in good condition all such containers received by them, as in so doing you will be instrumental in assisting the Commodity Division to do a better job and assist the government in conducting a more successful war."

Principals of schools receiving Commodity Surplus products are requested to call this matter to those in charge of the lunchroom.

### NEXT STEPS IN TWELVE YEAR PROGRAM STUDY

Early in February copies of Publication No. 235, *A Suggested Twelve Year Program for the North Carolina Public Schools*, (in mimeograph form) were sent to all committee members of the Twelve Year Program Study and to all city and county superintendents. Reports from persons who have read the bulletin indicate that the suggested program is flexible enough to permit satisfactory adaptation to local needs. Many helpful suggestions for improvement of the total school program have been made by teachers, principals, supervisors, college professors, and laymen who have had an opportunity to study the suggested program. After a reasonable amount of time has been allowed for study, suggestions received will be considered by the Central Reviewing Committee and the bulletin will be revised and printed in sufficient quantity to supply all of the teachers in the State.

A brief grade outline, Publication No. 236, has been prepared and will be printed and sent to all teachers, principals, and superintendents.

The outline course of study for

the twelve year program as contained in these two bulletins will be supplemented by other bulletins that are to be issued periodically during the next two or three years. At present bulletins on art and music have been prepared and will soon be published and distributed. In the near future work will be started on bulletins on language arts, mathematics, social studies, and other subject areas. Production of these bulletins will be a cooperative venture utilizing to the fullest extent possible all of the curriculum building resources of the State. A special effort will be made to secure the active participation of teachers and the cooperation of summer school groups in colleges and universities of the State.

### GUIDANCE BULLETIN ISSUED

The Occupational Information and Guidance Service has recently issued a mimeograph bulletin entitled, "Counseling Youth in the Emergency, Bulletin No. 15". Eighteen articles from *Occupations Magazine* were by permission briefed and included in this material. Information about such topics as

### THE NAM AND EDUCATION

Whereas, the essence of a system of popular selfgovernment is the ability of the electorate to deal intelligently with the public issues submitted to it for decision, and to select those who are to represent it in public affairs with wisdom and sound judgement, and

Whereas, the National Association of Manufacturers consistently has believed that this requires a system of public education which will enable the citizen of our republic to receive the education which will enable him to make his maximum contribution to society and which society can afford to provide, and

Whereas, the increasing devotion of public funds to national defense purposes will and should require governmental economy in other directions and may presage inadequate consideration of our educational needs and financial requirements,

Be It Resolved, that the administration and conduct of public education is an essential public service; that its reasonable financial support constitutes a necessary claim upon our American society to which other public services of lesser value should be subordinated.—Resolution adopted December 5, 1941.

the following are contained in this bulletin:

The Vocational Counselor's part  
in National Defense  
The Army Personnel System  
Women in Defense Occupations  
Vocational Interest  
Schools and Industry Unite for  
Defense  
Occupational Information  
through School Subjects  
Each Soldier in the Right Place  
New Defense Personnel  
Techniques  
Job Satisfaction

This material should prove of value to school people who are engaged in counseling students with respect to future vocational plans, particularly as those plans might be affected by the war and defense industries. The bulletin will be sent free of charge to those making request to the Occupational Information and Guidance Service, State Department of Public Instruction, Raleigh, North Carolina.

### WPA MAINTAINS SCHOOL AT CAMP DAVIS

The Camp Davis WPA School under the direction of Mabel L. Bacon has just completed its third term of successful work.

There were 1078 selectees enrolled in classes the first term, 1183 the second term and 511 this last term. The smaller, third term enrollment is due to shifts in troop activities at Camp Davis rather than to decreased interest. In the two of the nine regiments which have remained at camp during the entire three terms there were more than 55% average daily voluntary attendance, and more than 50% continuity of enrollment throughout the entire three terms. In the second term 17 WPA teachers and 27 volunteer instructors were used in developing the study interests of the selectees of Camp Davis.

Each coast artillery anti-aircraft Regiment at Camp Davis has its own WPA Regimental School which is planned and organized by its regimental committee to fit the needs and interests of each regiment. This committee usually consists of the Regimental Plans and Training Officer, the Recreation Officer, the Chaplain and the Director of the Camp Davis WPA School. After a survey has been made to determine the needs and the study group interests of the men, a definite program of voluntary evening studies is organized for two evenings each week. The chosen fields of interest are taught by either WPA teachers or volunteer officers, non-commissioned officers or enlisted men with former successful teaching experiences.



## MICHIGAN COLLEGE OFFERS SCHOLARSHIP

The Michigan College of Mining and Technology, Houghton, Michigan, has announced its 1942 state scholarship awards. Each state scholarship remits matriculation fee (\$25) and annual tuition fee (\$60) for a full four-year engineering course, or a freshman enrolling in June will be able to complete the work required for a degree in three years of four terms each.

A transcript of the applicant's high school record filled out by the principal should be filed with State Superintendent Clyde A. Erwin for consideration. The applicant should be in the upper half of his class, and deserving.

## NATURE CAMP OPENS FOR TEACHERS AND YOUTH LEADERS

The Audubon Nature Camp for Adult Leaders opens for its seventh season June 12th for five two-week sessions in 1942. Teachers, youth leaders, camp counsellors from all over the nation will gather to learn how plants and animals live and how to help boys and girls throughout the land appreciate, enjoy and protect the natural heritage of the American people.

The camp, located some 65 miles northeast of Portland, Maine, is in the Todd Wildlife Sanctuary, an island comprising 300 acres of climax spruce forest, at the head of Muscongus Bay. Besides the adventures incident to participation in the field classes, camp picnics, swimming, a fine nature library, nature workshop, hot and cold salt water showers, comfortable living accommodations, good food in abundance and a large assembly room with huge fire place add to the enjoyment of the campers.

The camp operates at cost and is conducted by the National Audubon Society. Fifty campers can be accommodated at one time and may enroll for one or more two-week sessions.

For illustrated folder and application blank, write to Box 5, National Audubon Society, 1006 Fifth Avenue, New York, N. Y.

## COLORADO SCHOOL OF MINES OFFERS SCHOLARSHIP

A scholarship with a value of approximately \$300 per year is being offered to a graduate of a North Carolina high school for the session 1942-43 by the Colorado School of Mines, Golden, Colorado. This scholarship exempts the holder from the payment of laboratory and tuition fees, but does not include exemption from matriculation, graduation, student fees and certain fees in geophysics. It does not apply to Field and Summer School courses.

## FATALITIES AMONG BICYCLISTS

As the table below shows there were more than double the fatalities among North Carolina bicyclists during 1941 than the next preceding year. In fact, the fatalities were greater during 1941 than for any of the preceding years given.

Among the 28 cities of North Carolina that have a population of 10,000 or more, there were 3 fatalities each in 1940 and in 1941. This shows that fatalities among bicyclists are more prevalent among rural communities and small towns, and is perhaps an indication that rural children are not as careful as they should be, or perhaps that they have not been instructed in habits of safety.

Age Group	1935	1936	1937	1938	1939	1940	1941
Under 15 Years Old	5	22	11	14	12	8	21
15 Years and over	7	12	14	15	25	12	23
Total	12	34	25	29	37	20	45

The School of Mines offers courses leading to degrees in mining, engineering, metallurgical engineering, geological engineering, and petroleum engineering. Elective courses are offered in fuel engineering, geophysics, and the production and utilization of cements, refractories, clays and other non-metallic minerals.

In order to qualify for the scholarship the applicant must fulfill the following requirements:

(1) He must receive recommendation of the State Superintendent of Public Instruction, which must be received by the president of the college prior to August 1.

(2) The applicant must satisfy the entrance requirements of the institution.

(3) He must show a scholastic standing in the upper tenth of his classes.

(4) He must not be a student now in attendance at the Colorado School of Mines.

(5) He must be a bona fide resident of North Carolina.

Students interested should write to State Superintendent Clyde A. Erwin, Raleigh, N. C.

## PHYSICAL EDUCATION BULLETIN IN DEMAND

Publication No. 219, *Physical and Health Education for the Elementary and Secondary Schools, 1940*, has become very popular, not only by the teachers of this State to whom it has been distributed, but also to school people of other States. In order to help fulfill the requirements for the new emphasis upon physical education in the

high schools as a result of the war effort, many superintendents have requested additional copies of this publication for their teachers. Recently, requests from outside the State for copies of this publication have come from New York City (34 copies), Florida, Minnesota, Canada, Virginia, and South Carolina. Then, too, many of the institutions of higher learning find this bulletin invaluable, and so have secured copies for the students taking courses in physical education.

This 350-page publication contains a general statement about the broad program of physical and health education, but the greatest portion of the book is devoted to organization, administration, and detailed suggestions of a year by year program of physical education for the elementary and secondary schools. Copies are available from the State Department of Public Instruction, Division of Publications, Raleigh, N. C. at 30 cents each.

## GRAND JURIES MAKE VALUABLE RECOMMENDATIONS

The grand juries of North Carolina in their investigations render the public schools of the State valuable services in calling attention to needed repairs and adjustments to school property. The following is an example of the report of a county grand jury:

"We wish to make the following recommendation with regards to schools visited:

".....Institute—Colored: Bus No. 31, brakes need repairs; Bus No. 2, latch on rear door needs repairing; Bus No. 20, clutch needs adjusting; Bus No. 26, brakes need adjusting.

".....School—White: Bus No. 12, latch on rear door needs repairing.

".....School—White: Bus No. 14, brakes need adjusting.

".....School—White: Roof leaks in one place. In our January report we asked that window panes be put in the cafeteria. We still urge that this be done.

".....School—White: Recommendations as to basement floors in our former report have not been complied with. Dr.....

....., County Health Officer, has condemned same numerous times due to health condition. We still insist that this be attended to immediately.

"We feel that Mr..... the County Mechanic, is doing a good piece of work in repairing the school busses of this county but his inability to keep the busses in good condition is due to the fact that he has only one helper. However, we wish to praise him for the efficient job that he is doing in so far as he is able.

"We recommend that a red flag be placed in every school bus of this county to be used whenever the Stop signal is not working."



# STATE SCHOOL FACTS

## Expenditures for Public Schools

"Current expense" is that part of school expenditures made for the purpose of operating the schools. This expenditure is divided into six objects in accordance with law and upon the basis of the purpose of the expenditure. These objects are: (1) General Control, (2) Instructional Service, (3) Operation of Plant, (4) Maintenance of Plant, (5) Fixed Charges, and (6) Auxiliary Agencies. Table III shows the items under each of these classifications.

TABLE I

Not all states follow this scheme uniformly, but in the collection of school statistics from the several states, the U. S. Office of Education classifies school expenditures into these several groups for comparative purposes. Table I showing the percentage analysis of current expense for 1937-38 in the southern states is based on the classification made by the Federal Office.

This table indicates that North Carolina is low in percentage of expenditure for general control items, next to Maryland. This State is high in percentage of current expense for instructional service, next to West Virginia and Tennessee, the highest among these states.

In percentage expenditure for operation of plant items North Carolina is high, next to Tennessee, the highest among these states.

have been slight variations each year from other years, but the last three years are very much alike. Likewise the distribution for 1935-36 was very much like that of 1933-34.

TABLE III

This table shows the expenditures by objects and items at two-year intervals from 1931-32 to 1939-40. The several objects are also divided on the basis of white and Negro schools.

The summary shows, in addition to the total expended for current expense, the capital outlay and debt service expenditures and the grand total of all expenditures for all purposes from all funds.

TABLE IV

Table IV gives the division of the several funds and the total as to State and local sources of revenue for a period of years from 1926-27 to 1939-40 inclusive. The reader is requested to study this table carefully in order to trace the policy of financing the public schools from the point of view of sources of funds during these years. The last two columns of this table indicate very clearly the trends and the change in viewpoint of the legislative body of our government during these years.

According to this table, there was spent for current expense \$22,585,000 in 1939-40, an increase of \$2,585,000 over 1938-39.

I. PERCENTAGE ANALYSIS OF CURRENT EXPENSE FOR SOUTHERN STATES 1937-38

State	General Control	Instructional Service	Operation of Plant	Maintenance of Plant	Fixed Charges	Auxiliary Agencies
Alabama	4.3	75.5	4.2	2.2	1.5	12.3
Arkansas	6.0	72.9	6.7	3.2	2.5	8.7
Florida	4.5	74.6	5.9	3.7	2.8	8.5
Georgia	5.2	76.4	4.2	3.1	1.5	9.6
Kentucky	5.6	75.0	7.4	3.1	1.5	7.4
Louisiana	4.6	71.2	5.3	4.7	2.7	11.5
Maryland	3.4	72.9	8.2	3.0	4.4	8.1
Mississippi	7.7	62.8	4.4	2.5	2.0	20.6
Missouri	6.3	73.8	8.9	5.5	2.9	9.6
North Carolina	3.7	76.6	4.7	3.9	1.3	9.8
Oklahoma	5.9	71.0	7.9	6.6	1.5	7.1
South Carolina	5.8	75.8	4.4	3.5	2.0	8.5
Tennessee	4.6	77.4	6.3	3.1	1.4	7.2
Texas	7.7	74.0	7.4	3.3	1.6	7.0
Virginia	4.1	77.1	7.1	1.1	1.5	10.1
West Virginia	3.7	76.7	8.0	3.2	1.7	6.7
U. S. Average	4.6	72.7	9.8	4.1	2.3	6.5

II. PERCENTAGE ANALYSIS OF CURRENT EXPENSE BY OBJECTS—1929-30 to 1939-40

Objects	1929-30	1931-32	1933-34	1935-36	1937-38	1938-39	1939-40
General Control	4.6	4.5	3.3	3.3	2.8	2.9	2.9
Instructional Service	75.1	77.0	76.4	76.5	77.5	77.6	77.5
Operation of Plant	6.3	5.8	5.5	5.0	4.7	4.8	4.9
Maintenance of Plant	2.9	1.9	4.1	4.5	3.9	3.7	3.7
Fixed Charges	1.4	1.4	1.7	1.5	1.4	1.4	1.4
Auxiliary Agencies	9.7	9.4	9.0	9.2	9.9	9.6	9.6
Total Current Expense	100.0	100.0	100.0	100.0	100.0	100.0	100.0

III. TOTAL EXPENDITURES FOR PUBLIC SCHOOLS By Objects and Items, 1931-32 to 1939-40

Objects and Items of Expenditure	1931-32	1933-34	1935-36	1937-38	1939-40
1. General Control:					
Salaries, superintendents	\$ 566,441	\$ 318,569	\$ 394,517	\$ 450,857	\$ 504,876
Travel, superintendents	52,103	41,468	53,327	58,253	63,163
Clerical Assistants	211,378	128,714	179,191	211,652	210,853
Office expense	67,045	43,219	56,358	57,177	60,911
Boards of education	33,278	16,600	26,283	28,433	31,201
County treasurers	27,023	8,370	7,703	11,939	14,421
Attendance officers, audit, etc.	124,143	53,887	66,029	42,322	46,706
Total	\$ 1,081,911	\$ 610,827	\$ 783,408	\$ 860,632	\$ 932,131
White	756,780	428,194	554,142	604,636	653,730
Negro	325,131	182,633	229,266	255,996	278,401
2. Instructional Service:					
Salaries, elem. teachers	\$10,033,534	\$ 7,489,495	\$ 9,341,282	\$11,147,881	\$11,733,674
Salaries, H. S. teachers	2,603,915	2,281,549	2,281,578	3,670,981	4,125,791
Salaries, H. S. principals	3,358,745	2,994,979	2,967,607	3,859,771	4,345,322
Salaries, El. principals	381,589	307,638	451,846	629,341	759,057
Salaries, H. S. principals	221,421	221,421	315,407	490,652	530,408
Salaries, H. S. principals	1,313,715	42,049	82,714	106,327	122,672
Salaries, H. S. principals	1,313,715	791,529	990,627	1,175,635	1,220,465
Total	\$ 19,764,444	\$ 25,211,383	\$ 25,764,383	\$ 28,591,346	\$ 29,591,386
White	16,082,182	18,027,182	18,027,182	18,027,182	18,027,182
Negro	3,682,262	7,184,201	7,737,201	10,564,164	11,564,204



the highest among these states. In percentage of expenditure for maintenance of plant items, this State is among the upper group among these states, but is slightly below the nation's average.

North Carolina ranks next to the bottom in percentage of current expenditure for fixed charges. The average for the nation for this object was only 2.3 per cent.

In percentage of expenditures for auxiliary agencies, which includes transportation costs, North Carolina ranks above the national average of 6.5. However, four of these 16 states, Alabama, Louisiana, Mississippi and Virginia, rank higher than North Carolina in this respect.

TABLE II

This table shows the percentage of expenditure for these six objects of current expense for North Carolina over a period of ten years. The distribution according to objects, as this table shows, has not been the same for these several years. There

According to this table, there was spent for current expense items in 1926-27 the total sum of \$25,565,974.73. Of this amount, slightly less than two million dollars, or 7.6 per cent, came from State funds. The major part of current expense for that year was provided from local sources of revenue, largely property taxation. State funds for that year represented only 4.7 per cent of all public school expenditures, including current expense, capital outlay, and debt service.

By 1939-40 the picture had completely changed. The total expenditure for current expense items was \$32,044,363.50 that year. Of this amount, the State furnished \$26,907,639.97, or 84 per cent, whereas only \$5,136,723.59 came from local sources. Considering expenditures for all purposes from all sources, it will be observed that the sum of \$27,343,328.48 was provided by the State. This amount represented 64.2 per cent of the total expenditure for public schools.

IV. TOTAL SCHOOL EXPENDITURES BY FUND AND SOURCE

Year	Current Expense Fund			Capital Outlay Fund			Debt Service Fund	Total School Expenditures			Percentage of CE of Total	
	Total	1 State	Local	Total	2 State	Local		Total	4 State	Local	of CE	of Total
1926-27	\$25,565,974.73	\$1,934,164.22	\$23,631,810.51	\$11,135,526.63	\$	\$	\$4,850,014.83	\$41,551,516.19	\$1,934,164.22	\$39,617,351.97	7.6	4.7
1927-28	26,580,686.40	3,634,915.17	22,945,771.23	9,074,754.30	7,979,786.85	1,094,967.45	5,230,092.16	40,885,532.86	3,634,915.17	37,250,617.69	13.7	8.9
1928-29	27,961,531.85	3,688,299.78	24,273,232.07	7,979,786.85	4,809,151.35	3,170,635.50	5,689,081.93	41,630,400.63	3,688,299.78	37,942,100.85	13.2	8.9
1929-30	28,616,003.44	6,557,175.43	22,058,828.01	4,809,151.35	3,904,901.54	904,249.81	6,200,641.57	39,626,396.36	6,557,175.43	33,069,220.93	22.9	16.5
1930-31	28,515,583.04	6,640,336.10	21,875,246.94	3,904,901.54	1,636,722.75	2,268,178.79	5,967,779.33	38,468,791.45	6,640,336.10	31,828,455.35	23.3	17.3
1931-32	24,049,617.16	17,023,679.72	7,025,937.44	1,636,722.75	831,095.49	7,858,823.54	4,690,642.70	31,654,119.24	17,023,679.72	14,630,439.52	70.8	53.8
1932-33	23,464,315.46	17,609,481.92	5,854,833.54	831,095.49	942,409.03	1,956,306.27	5,709,358.57	28,986,053.65	17,609,481.92	11,376,571.73	75.0	60.8
1933-34	18,296,363.78	16,340,057.51	1,956,306.27	942,409.03	3,318,911.60	2,886,706.47	6,275,718.00	24,948,131.38	16,340,057.51	8,608,073.87	89.3	65.5
1934-35	19,254,098.07	17,138,565.26	2,115,532.81	3,318,911.60	4,313,313.37	2,945,784.97	7,407,621.60	28,848,726.67	17,138,565.26	11,710,161.41	89.0	60.9
1935-36	23,623,040.79	20,505,321.44	3,117,719.35	4,313,313.37	1,367,528.40	2,945,784.97	6,574,432.63	34,412,592.69	21,872,849.84	12,540,742.85	86.8	63.2
1936-37	25,550,073.36	21,718,667.35	3,831,406.01	5,918,138.38	1,369,504.53	4,548,633.85	7,804,621.60	38,972,833.34	23,088,171.88	15,884,661.46	85.0	59.2
1937-38	30,298,465.21	25,861,836.25	4,436,628.96	4,217,243.40	999,422.23	3,217,821.17	6,916,194.25	42,317,824.45	26,283,376.96	16,034,447.49	85.4	62.1
1938-39	30,811,279.03	25,950,423.10	4,861,855.93	5,197,243.40	465,688.51	3,804,400.24	6,809,941.71	42,658,705.51	26,949,845.33	15,708,860.18	84.2	64.2
1939-40	32,044,363.56	26,907,639.97	5,136,723.59	3,804,400.24	465,688.51	3,338,711.73	6,809,941.71	42,658,705.51	27,373,328.48	15,285,377.03	84.0	64.2

1. Includes Federal funds and donations from philanthropic agencies.
2. Federal grants except small amount from intangible taxes in 1939-40.
3. All local except for small percentage from intangible tax in 1936-39 and 1939-40.
4. Including Federal and philanthropic donations.

change in viewpoint of the legislature. In 1939-40 the State appropriation was \$27,343,328.48, or 84 per cent, whereas only \$5,136,723.59 came from local sources.

By 1939-40 the picture had completely changed. The total expenditure for current expense items was \$32,044,363.50 that year. Of this amount, the State furnished \$26,907,639.97, or 84 per cent, whereas only \$5,136,723.59 came from local sources. Considering expenditures for all purposes from all sources, it will be observed that the sum of \$27,343,328.48 was provided by the State. This amount represented 64.2 per cent of the total expenditure for public schools.

This table shows the percentage of expenditure for these six objects of current expense for North Carolina over a period of ten years. The distribution according to objects, as this table shows, has not been the same for these several years. There

\*Division as to race estimated. \*\*Small amounts for elementary, included with high school.

Year	Current Expense Fund			Capital Outlay Fund			Debt Service Fund	Total School Expenditures			Percentage of CE of Total	
	Total	1 State	Local	Total	2 State	Local		Total	4 State	Local	of CE	of Total
1926-27	\$25,565,974.73	\$1,934,164.22	\$23,631,810.51	\$11,135,526.63	\$	\$	\$4,850,014.83	\$41,551,516.19	\$1,934,164.22	\$39,617,351.97	7.6	4.7
1927-28	26,580,686.40	3,634,915.17	22,945,771.23	9,074,754.30	7,979,786.85	1,094,967.45	5,230,092.16	40,885,532.86	3,634,915.17	37,250,617.69	13.7	8.9
1928-29	27,961,531.85	3,688,299.78	24,273,232.07	7,979,786.85	4,809,151.35	3,170,635.50	5,689,081.93	41,630,400.63	3,688,299.78	37,942,100.85	13.2	8.9
1929-30	28,616,003.44	6,557,175.43	22,058,828.01	4,809,151.35	3,904,901.54	904,249.81	6,200,641.57	39,626,396.36	6,557,175.43	33,069,220.93	22.9	16.5
1930-31	28,515,583.04	6,640,336.10	21,875,246.94	3,904,901.54	1,636,722.75	2,268,178.79	5,967,779.33	38,468,791.45	6,640,336.10	31,828,455.35	23.3	17.3
1931-32	24,049,617.16	17,023,679.72	7,025,937.44	1,636,722.75	831,095.49	7,858,823.54	4,690,642.70	31,654,119.24	17,023,679.72	14,630,439.52	70.8	53.8
1932-33	23,464,315.46	17,609,481.92	5,854,833.54	831,095.49	942,409.03	1,956,306.27	5,709,358.57	28,986,053.65	17,609,481.92	11,376,571.73	75.0	60.8
1933-34	18,296,363.78	16,340,057.51	1,956,306.27	942,409.03	3,318,911.60	2,886,706.47	6,275,718.00	24,948,131.38	16,340,057.51	8,608,073.87	89.3	65.5
1934-35	19,254,098.07	17,138,565.26	2,115,532.81	3,318,911.60	4,313,313.37	2,945,784.97	7,407,621.60	28,848,726.67	17,138,565.26	11,710,161.41	89.0	60.9
1935-36	23,623,040.79	20,505,321.44	3,117,719.35	4,313,313.37	1,367,528.40	2,945,784.97	6,574,432.63	34,412,592.69	21,872,849.84	12,540,742.85	86.8	63.2
1936-37	25,550,073.36	21,718,667.35	3,831,406.01	5,918,138.38	1,369,504.53	4,548,633.85	7,804,621.60	38,972,833.34	23,088,171.88	15,884,661.46	85.0	59.2
1937-38	30,298,465.21	25,861,836.25	4,436,628.96	4,217,243.40	999,422.23	3,217,821.17	6,916,194.25	42,317,824.45	26,283,376.96	16,034,447.49	85.4	62.1
1938-39	30,811,279.03	25,950,423.10	4,861,855.93	5,197,243.40	465,688.51	3,804,400.24	6,809,941.71	42,658,705.51	26,949,845.33	15,708,860.18	84.2	64.2
1939-40	32,044,363.56	26,907,639.97	5,136,723.59	3,804,400.24	465,688.51	3,338,711.73	6,809,941.71	42,658,705.51	27,373,328.48	15,285,377.03	84.0	64.2

Year	Current Expense Fund			Capital Outlay Fund			Debt Service Fund	Total School Expenditures			Percentage of CE of Total	
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1929-30	28,616,003.44	6,557,175.43	22,058,828.01	4,809,151.35	3,904,901.54	904,249.81	6,200,641.57	39,626,396.36	6,557,175.43	33,069,220.93	22.9	16.5
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1932-33	23,464,315.46	17,609,481.92	5,854,833.54	831,095.49	942,409.03	1,956,306.27	5,709,358.57	28,986,053.65	17,609,481.92	11,376,571.73	75.0	60.8
1933-34	18,296,363.78	16,340,057.51	1,956,306.27	942,409.03	3,318,911.60	2,886,706.47	6,275,718.00	24,948,131.38	16,340,057.51	8,608,073.87	89.3	65.5
1934-35	19,254,098.07	17,138,565.26	2,115,532.81	3,318,911.60	4,313,313.37	2,945,784.97	7,407,621.60	28,848,726.67	17,138,565.26	11,710,161.41	89.0	60.9
1935-36	23,623,040.79	20,505,321.44	3,117,719.35	4,313,313.37	1,367,528.40	2,945,784.97	6,574,432.63	34,412,592.69	21,872,849.84	12,540,742.85	86.8	63.2
1936-37	25,550,073.36	21,718,667.35	3,831,406.01	5,918,138.38	1,369,504.53	4,548,633.85	7,804,621.60	38,972,833.34	23,088,171.88	15,884,661.46	85.0	59.2
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1938-39	30,811,279.03	25,950,423.10	4,861,855.93	5,197,243.40	465,688.51	3,804,400.24	6,809,941.71	42,658,705.51	26,949,845.33	15,708,860.18	84.2	64.2
1939-40	32,044,363.56	26,907,639.97	5,136,723.59	3,804,400.24	465,688.51	3,338,711.73	6,809,941.71	42,658,705.51	27,373,328.48	15,285,377.03	84.0	64.2

	White	13,271,777	9,251,544	14,302,317	10,623,594	12,303,288	12,303,288
	Negro	3,170,434	2,751,588	3,704,383	4,982,546	5,434,000	5,434,000
3. Operation of Plant:							
Janitors and others		\$ 606,182	\$ 366,027	\$ 468,140	\$ 585,492	\$ 615,927	\$ 615,927
Fuel		496,212	419,688	486,644	552,422	640,127	640,127
Water, light, power		177,589	143,677	153,201	190,436	213,535	213,535
Janitors' supplies		83,124	55,556	61,282	75,103	86,017	86,017
Telephone, etc.		22,482	13,504	16,676	20,081	23,545	23,545
Total		\$ 1,387,589	\$ 1,001,452	\$ 1,185,934	\$ 1,423,534	\$ 1,579,151	\$ 1,579,151
White		1,207,150	868,397	1,011,060	1,216,871	1,312,701	1,312,701
Negro		180,439	133,055	174,883	206,663	266,450	266,450
4. Maintenance of Plant:							
Repairs to bldgs. and grounds		\$ 271,805	\$ 474,215	\$ 669,207	\$ 765,399	\$ 756,831	\$ 756,831
Repairs & Replacements to Furn.		65,443	88,027	148,346	165,328	153,013	153,013
Repairs & Replacements to Light		130,827	174,908	231,260	235,209	252,741	252,741
Supt. of bldg. and grounds			8,682	11,229	19,775	7,441	7,441
Total		\$ 468,075	\$ 745,832	\$ 1,060,042	\$ 1,185,711	\$ 1,170,026	\$ 1,170,026
White		420,467	645,054	928,711	1,021,690	1,019,049	1,019,049
Negro		47,608	100,778	133,331	164,021	150,977	150,977
5. Fixed Charges:							
Rents		\$ 19,608	\$ 21,996	\$ 24,519	\$ 22,991	\$ 21,409	\$ 21,409
Insurance		297,576	328,751	313,981	372,401	408,115	408,115
Retirement			5,215	7,660	9,267	10,393	10,393
Compensation		6,814	3,655	8,248	15,757	15,281	15,281
Total		\$ 323,998	\$ 314,617	\$ 354,408	\$ 420,416	\$ 455,198	\$ 455,198
White		294,788	289,450	323,557	375,076	407,456	407,456
Negro		29,210	25,167	30,851	45,340	47,742	47,742
6. Auxiliary Agencies:							
Transportation		\$ 2,061,354	\$ 1,552,769	\$ 1,977,145	\$ 2,550,556	\$ 2,417,660	\$ 2,417,660
Library Maintenance		63,882	34,831	58,701	92,204	95,603	95,603
Textbook replacement		35,537	9,849	100,820	300,974	467,446	467,446
Health, lunchrooms, etc.		58,946	21,382	31,901	57,514	106,349	106,349
Interest		49,947	19,495	975	473	1,217	1,217
Total		\$ 2,269,666	\$ 1,638,326	\$ 2,169,542	\$ 3,001,721	\$ 3,088,275	\$ 3,088,275
White		2,201,751	1,578,362	2,038,351	2,747,800	2,749,729	2,749,729
Negro		67,915	59,964	131,191	253,921	338,546	338,546
Summary:							
Total Current Expense		\$24,049,617	\$18,296,364	\$23,623,041	\$30,298,465	\$32,044,364	\$32,044,364
White		20,228,681	15,041,379	19,219,136	24,389,978	25,528,248	25,528,248
Negro		3,820,736	3,255,985	4,403,905	5,908,487	6,516,116	6,516,116
Capital Outlay		1,636,723	943,439	943,439	5,217,244	3,804,400	3,804,400
Debt Service		\$ 967,779	\$ 5,709,358	\$ 6,477,239	\$ 6,809,279	\$ 6,809,942	\$ 6,809,942
Total All Funds		\$31,654,119	\$24,948,131	\$34,413,593	\$42,324,988	\$42,658,706	\$42,658,706

\*Division as to race estimated. \*\*Small amounts included with



# Education for Victory

## PROGRESS MADE IN VOCATIONAL TRAINING FOR DEFENSE WORKERS

A report of progress made in extending the Program of Vocational Training for Defense Workers in the State of North Carolina shows the following changes were made in order to utilize more completely present equipment, with special emphasis made for classes for displaced workers:

**Burlington.** There were three 40-hour pre-employment courses in arc welding. One of these 40-hour courses was discontinued and two 24-hour courses for **DISPLACED WORKERS** was substituted. This gives one additional class in welding. Classes were recently started in the machine shop. Three of these are 40-hour pre-employment classes and three are 20-hour pre-employment classes for **DISPLACED WORKERS**. Each of these classes in machine shop have 16 trainees enrolled.

**Charlotte.** There has been one additional 40-hour class in Aircraft Sheet Metal and Riveting, and two 20-hour classes for **DISPLACED WORKERS**. One additional 40-hour class in machine shop and one 20-hour pre-employment class in machine shop have been started. Two 18-hour pre-employment welding classes have been started and one more 40-hour pre-employment welding class. In addition, two more welding machines have been approved. These will take care of an additional 114 displaced workers and 58 from the unemployed rolls—or a total of 172 additional trainees for Charlotte.

**Gastonia.** There were three 40-hour defense classes and one 15-hour day trade class in the machine shop. There has been added to this schedule two 20-hour pre-employment classes. There were two 40-hour pre-employment aircraft sheet metal classes. No riveting was being given since the riveting equipment had not been secured. Since then, riveting equipment has been secured, and instructions have gone out from the State Office to increase the number of trainees enrolled in each class by ten. There has been two 20-hour pre-employment classes added to this schedule. Two classes in aircraft engine mechanics have been approved and will start March 16. These are 40-hour pre-employment courses. This will give training to 86 additional displaced workers in the 20-hour classes and 61 additional persons in the 40-hour classes.

**Greensboro.** One 20-hour course in welding for displaced workers has been started. This will take care of 14 additional trainees.

**Asheboro.** Equipment for teaching aircraft sheet metal and riveting has been installed in Asheboro.

Vocational Training for Defense Workers  
As of March 13, 1942

WHITE			
No. of Classes	Type	Enrollment	No. of Centers
58	Machine Shop	918	12
52	Welding	756	14
30	Aircraft Sheet Metal	472	7
14	Ship Carpentry	224	6
14	Auto Mechanics	218	2
12	Sheet Metal	154	6
2	Armature Winding	37	1
1	Clerical	25	1
2	Aircraft Engineering Mechanics	30	1
2	Power Sewing	82	1
Total 187		2916	51
NEGRO			
2	Machine Tool	37	1
4	Automobile Mechanics	48	2
3	Blacksmithing	39	2
Total 9		124	5
Grand Total 196		3040	56

There are 30 training stations; one 40-hour class started March 9; two other classes will start March 16th, one 40-hour and one 20-hour. Additional classes will be put in this shop as rapidly as instructors can be secured until it is in operation 24 hours daily, 6 days a week.

**Greensboro.** Two power sewing machine classes for NYA girls, one 20-hour welding class for displaced workers, one 40-hour sheet metal class has been started for displaced workers.

**Lexington.** One additional 40-hour aircraft sheet metal and riveting class, 20 additional trainees.

**Spray.** One 40-hour machine shop class, 12 additional trainees.

**Salisbury.** One 40-hour welding class, 14 additional trainees.

**Wilmington.** Two machine shop classes in NYA youth, 60 additional trainees. One blacksmith class of 40 hours weekly, 12 additional Negro trainees. One machine shop class, 40 hours, 14 additional trainees; one 40-hour welding class, 18 additional trainees.

**Fayetteville.** One angle-smithing class, 12 additional Negro trainees.

**Winston-Salem.** One 20-hour aircraft sheet metal, 20 additional trainees—displaced workers. One machine shop class, 20-hours, 16 additional trainees—displaced workers.

**Albemarle.** At least one, possibly two, sheet metal courses for displaced workers is scheduled to start March 16th.

**Raleigh.** One additional class of 40-hours has been started to train aircraft sheet metal workers. One additional 40-hour class for machine tool operators and one additional 40-hour class for welders are about to start.

**Sanford.** One new 40-hour class in machine tool operation was started in February.

**High Point.** Three new 20-hour classes were started for partially displaced workers, one in machine tool operation, one in aircraft sheet metal, and one in arc welding.

## WAR POLICY FOR AMERICAN EDUCATION

The Educational Policies Commission in a pamphlet recently published entitled *A War Policy for American Schools* states that "Without abandoning essential services of the schools, appropriate war duties of the schools should be given absolute and immediate priority in time, attention, personnel, and funds over any and all other activities." The educational "priorities" listed by the Commission are as follows:

- Training workers for war industries and services.
- Producing goods and services needed for the war.
- Conserving materials by prudent consumption and salvage.
- Helping to raise funds to finance the war.
- Increasing effective man power by correcting educational deficiencies.
- Promoting health and physical efficiency.
- Protecting school children and property against attack.
- Protecting the ideals of democracy against war hazards.
- Teaching the issues, aims, and progress of the war and the peace.
- Sustaining the morale of children and adults.
- Maintaining intelligent loyalty to American democracy.

This pamphlet is available from the Educational Policies Commission, 1201-16th St., N.W., Washington, D. C., for 10 cents a copy.

## OFFICE OF EDUCATION ANNOUNCES NEW PERIODICAL

*School life*, official journal of the U. S. Office of Education, has been replaced for the duration of the war by a new bi-weekly periodical, *Education for Victory*, to be published on the first and fifteenth of each month. It will carry:

- Important official announcements, orders, statements, and plans of various Federal Government agencies vital to education.
- News of wartime programs undertaken by the Office.
- Actions of other Government war agencies which affect education.
- News of what schools, colleges, and libraries are already doing toward winning the war; and related materials.



The subscription rate for EDUCATION FOR VICTORY, 24 issues per year, will be \$1, from the Superintendent of Documents, Washington, D. C.

## HIGH SCHOOL BOYS TAKE PHYSICAL EXAMINATIONS

Incomplete reports to the State Department of Public Instruction show that a large percentage of the boys of the junior and senior classes of the high schools of North Carolina are being given complete medical examinations. Preliminary reports show the following: (1) 82 of the 100 county administrative units have reported that complete arrangements have been worked out for conducting the examinations. (2) 53 of the 71 city administrative units have reported that arrangements have been worked out. In addition to these, several administrative units have instituted procedures for conducting the examinations, but have not made reports to this department.

The examination that is being given is very similar to that given the selectees for the U. S. Army. The North Carolina Medical Society, the Old North State Medical Society and the North Carolina Dental Society have approved this project, and these three organizations together with local health departments are cooperating fully in conducting the examinations.

Incomplete reports show that a large percentage of the schools have already started examinations and many schools have completed the work. As one example of the progress—Gaston County Schools have already completed the examination for over 2,000 boys according to recent report from Superintendent Hunter Huss. Most of the reports show that Negro boys as well as white boys are included in this project.

This is the first time in the history of the State that a State-wide examination of high school students has ever been conducted. It is estimated that approximately 35,000 boys will be examined this year.

## AGRICULTURAL DEFENSE PROGRAM

At a recent meeting of Vocational Agricultural Workers and Agricultural Adjustment Administration people, a plan of service which vocational agricultural workers could render in the farm defense program was outlined. This plan included the following:

1. Promote increased production of farm defense commodities.
2. Assist farmers in making sound adjustments on their farms in order to meet defense needs.
3. Encourage production of adequate food for every farm

## OFFICE OF PRICE ADMINISTRATION

WASHINGTON, D. C.

March 12, 1942

To the Public School Teachers of America:

A few weeks ago I announced that the Office of Price Administration would soon ask the public school teachers of America to assist in registering consumers for War Ration Book No. 1, covering sugar rationing. At that time it was pointed out that the sugar requirements for smokeless powder and the reduction in sugar imports because of the war made it necessary for household and industrial users to get along this year with less sugar than they consumed in 1941. In light of this condition, rationing became essential in order to insure that each person in the country would get his fair share of the sugar supply available to consumers.

With sugar rationing planned to begin soon, I am now calling upon the nation's public school teachers to cooperate in this important undertaking. In making this call, I recognize that teachers are more than busy not only with their main job of education but also with the many wartime jobs they have already undertaken. On the other hand, I recognize that of all agencies the public schools are most closely in touch with the communities of America, and are best situated and staffed to launch the sugar-rationing program fairly, efficiently and democratically.

The public is looking to you, the teachers of America, to do the job of registering them for their ration books as simply and efficiently as possible. I know that their confidence in you is entirely justified.

Sincerely yours,

LEON HENDERSON  
Administrator

family including a good home garden.

4. Increase emphasis on care, repair and operation of farm machinery.
5. Teach the wise use of credit and principles of sound investment.
6. Help with farm labor problems.
7. Emphasize importance of the conservation of scrap metals and material not needed on the farm which can be used in defense industries.

## BILTMORE COLLEGE SPONSORS "FREEDOM FORUM"

As a means of stimulating a greater interest in democracy and thus contribute to the program of Civilian Morale recently begun by Federal Security Administrator Paul V. McNutt, Biltmore College is sponsoring a "Freedom Forum" in the form of a Student Assembly for the high schools of Buncombe County and Asheville. The tentative dates set for this Assembly are April 10th and 11th. Every school within the county and city of Asheville has been asked to send delegates.

According to Junius Allison, Director of Civilian Morale for Biltmore College, "The hope is that in learning parliamentary procedure in a delegate assembly, and by introducing and discussing 'bills' relating to student life, the young

representatives will appreciate more completely our democracy in this great emergency and challenge."

## SCHOOLS IN NORWAY CLOSED

More than 90 per cent of Norway's 10,500 teachers are known to have refused to join the new Nazi-conceived organization which would bind its members to bring all classroom instruction "into harmony with the New Order." The teachers took this stand despite threats that doing so would cost them their positions, their rights to pensions, etc.

The almost unanimous refusal on the part of the teachers placed Quisling and his cohorts "on the spot." Carrying out the threats of discharge for "recalcitrant" teachers would result in a shortage of teachers and subsequent closing of schools which would surely be interpreted as a victory for anti-Nazis. Failure to carry out the threats would also be interpreted as a Quisling retreat. To forestall such embarrassment Quisling hastily closed all schools for a period of one month. The reason given for this action was "the fuel shortage." Unconfirmed reports state that the teachers have been given an extra month, until April 8th, to make up their minds whether they will join the Nazi organization.



# Tar Heel History

By Geraldine Coburn of The North Carolina Historical Commission

## Johnston Blakeley — Gallant Seaman

ALTHOUGH North Carolina's quota of 7,000 men for the American armies in the War of 1812 was quickly filled by volunteers, the war itself hardly touched the State. Tar Heels, nevertheless, probably contributed as much toward winning the war as did the citizens of any other state in the Union. Three North Carolinians, Johnston Blakeley, Otway Burns, and Benjamin Forsyth, because of their brilliant successes, were recognized as national heroes, not only by their own State but also by the entire nation. Of the three, Blakeley was the most outstanding.

Born in Ireland in the fall of 1781, Johnston Blakeley was brought to Wilmington, North Carolina, before he was two years old, and therefore is claimed by the State as one of her own sons. His father, a widower (the child's mother having died on the way to America or soon after landing) proved to be a successful merchant in Wilmington and sent his only child to a preparatory school in New York. Johnston, however, did not remain in the North long, for his father—just as his mother and himself—was destined for a short life. While still in his early teens, therefore, Johnston found himself an orphan with a small fortune. The eminent North Carolina lawyer, Edward Jones, who at one time was solicitor-general of the State, now became his guardian, took him into his household (living part of the time in Wilmington and part of the time in Chatham County), and became a second father to him. Blakeley is said to have referred to the members of the Jones family as his dearest friends on earth, and in later years, during his cruises at sea, he kept up a frequent and affectionate correspondence with them.

In 1797 Blakeley entered the University of North Carolina from Chatham County and was "particularly distinguished for his proficiency in mathematics in its application to navigation, surveying, and kindred subjects". He never graduated, however, for fire destroyed the property left by his father, and he departed from the University (rather than accept a loan from Jones) and entered the United States Navy as a midshipman, February 5, 1800. So began his maritime career.

Almost immediately Blakeley was assigned to the Mediterranean squadron to fight in the war with Tripoli. He was trained by capable sailors and soon, as an experienced and capable officer, was promoted to the rank of lieutenant. His first independent command came in 1811, and on July 24, 1813, he was given command of the sloop-of-war *Wasp*.

In the second war with Great Britain the *Wasp* proved to be one of the most successful United States cruisers. One of the 173 men on board the ship said: "The *Wasp* is a beautiful ship, and the finest sea-boat, I believe, in the world; our officers and crew, young and ambitious—they fight with more cheerfulness than they do any other duty, Captain Blakeley is a brave and discreet officer—as cool and collected in action as at the table."

In the summer and fall of 1814 Blakeley captured a number of British vessels and his victories aroused a great deal of enthusiasm in America. Two English ships that he captured, both "fair fights" with nearly the same force and strength as the *Wasp*, were the *Reindeer* and the *Avon*. In the month of November, 1814, Blakeley was commissioned a captain in the United States Navy and was given a gold medal for his victory over the English ship *Reindeer*.

He himself, however, never knew of these honors, for the last communication ever received from him was on November 4, 1814, when the *Atlanta*, (an American schooner which had been captured in the Bay of Biscay by the British and recaptured by Blakeley off the Madeiras on September 21), arrived at Savannah, Georgia. No further news ever came, and probably no one will ever know the mystery of his death.

In appreciation of the services of Captain Blakeley, the General Assembly of North Carolina awarded Blakeley's only child, a daughter named Udney Maria, a beautiful silver service set weighing 352 ounces and elaborately engraved. The legislature also passed a resolution stating that Miss Blakeley should be educated at the expense of the State, and for thirteen years money was appropriated for this purpose.

# From The Office

## QUALITATIVE ASPECTS OF TEACHER EDUCATION

North Carolina now stands at the forefront of states in its quantitative requirements for teachers, supervisors, principals and superintendents. A bachelor's degree is required for all beginning teachers, both elementary and secondary. The highest type of certificate for classroom teachers requires, among other things, a master's degree from a recognized graduate school. As of July 1, 1943, the master's degree will be required for the certificates issued supervisors, principals, and superintendents.

Having attained these sound and desirable quantitative standards, attention may now be focussed especially upon the *qualitative* aspects of teacher education. The important question now is whether under present practice and existing requirements the best possible teacher is produced. A question of this kind can have but one implication, and that is quality. The State is now beginning a series of studies which should have real significance in the entire area of improving the quality of its teachers. Eight separate areas have been set up for study. These areas are: Selection and Guidance; General Education; Professional Education; Guidance as an Area of Professional Education; Teacher Education as a Function of the College; Institutional Standards for Teacher Education Approval; In-Service Program of Professional Growth and Teacher Education; and Teacher Placement.

During February and March of this year initial conferences lasting a day were held in each of the eight areas. The personnel of the committees is made up of representatives from the colleges and the public schools. The eight committees have a total membership of about 550 individuals. The conferences just concluded were attended by at least 250 persons, a truly remarkable testimony of the interest which the people have in the undertaking.

In these initial conferences some analysis was made of the problems involved in each area. These problems, together with certain instructions and directions, are now in the hands of the entire membership of the committees. A second series of conferences will be held next fall which will be devoted to a consideration of the materials which will have been prepared by the committees between now and that date.

The Division of Professional Service covets and would welcome suggestions and recommendations from readers of this *Bulletin* on any of the areas that are being studied.



## Education Quiz

(Answers on Page 12)

1. Does the Constitution of North Carolina assure all children an equal educational opportunity?
2. How many standard elementary schools are there in North Carolina?
3. How is this number divided between the races?
4. Which county unit has the largest number of Negro children enrolled in schools of seven or more teachers?
5. Which city unit has the largest number of Negro children enrolled in standard elementary schools?
6. How many Negro pupils were enrolled in one, two and three-teacher schools in 1939-40?
7. How many busses were operated in the school year 1940-41 for the transportation of Negro pupils?
8. What was the number of Negro children transported by busses for the school year 1940-41?
9. What was the enrollment of Negro pupils for the school year 1940-41?
10. Approximately how many Negro pupils enrolled in 1940-41 were absent from school?
11. What was the per cent of the high school enrollment to the total school enrollment in Negro schools for the year 1940-41?
12. How many Negro high schools have met State standards for accreditation?
13. How many Negro high schools have been approved by the Southern Association of Colleges and Secondary Schools?
14. Based on procedures developed in the Cooperative Study of Secondary School Standards, how many of the Negro schools approved by the Southern Association will be evaluated by the end of this school term?
15. To what extent has the number of Negro teachers been increased during the last ten years?
16. Has there been any improvement in the index of training the past decade?
17. How many four-year colleges for Negro students are there in North Carolina?
18. What is the enrollment for the current year? How many graduates were there in 1941?
19. Are the teachers taking advantage of in-service training offered?

## Laws, Rulings, and Opinions

### EMPLOYMENT OF TEACHERS WHO HAVE REACHED THE AGE OF SIXTY-FIVE YEARS

*Reply to Inquiry:* The question you raise is whether, under the provisions of the Teachers' and State Employees' Retirement Act, the State Board of Education is authorized to issue a certificate to an applicant who has reached the age of sixty-five and has not heretofore been granted a teaching certificate by the State of North Carolina, and whether a board of education may legally employ such person if he is otherwise qualified?

There is nothing appearing in the Teachers' and State Employees' Retirement Act which would prohibit the State Board of Education from issuing a certificate to an applicant who has reached the age of sixty-five and has not heretofore been granted a certificate by the State of North Carolina, if such party is otherwise qualified. Likewise there is no provision contained in the Act which would prohibit a county board of education from employing such an applicant for a teaching position.

Section 5 of the Teachers' and State Employees' Retirement Act provides that any member in service who has attained the age of sixty-five years shall be retired at the end of the year unless the employer requests such person to remain in the service and notice of this request is given in writing thirty days prior to the end of the year. This section further provides that any member in service who has attained the age of seventy years shall be retired forthwith, with the proviso that with the approval of his employer he may remain in the service until the end of the year following the date on which he attains the age of seventy years, and with the further proviso that with the approval of his employer and the Board of Trustees, any member who has attained, or shall attain, the age of seventy years may be continued in service for a period of two years following each such request.

Section 13 of the Retirement Act provides that no payment of benefits shall become effective or begin to accrue until the end of one year following the date the System is established, and that no compulsory retirement shall be made until one year after the establishment of the System. The System was established as of July 1, 1941 and, therefore, the compulsory retirement provision would not become effective until after July 1, 1942. After July 1, 1942, it will be necessary that employers strictly comply with the provisions of Section 5 of the Retirement Act where they wish to retain employees who have

attained the age of sixty-five years.—Attorney General, February 19, 1942.

### SALE OF PROPERTY, DISPOSITION OF FUNDS; LOCAL COMMITTEES, REMOVAL

*Reply to Inquiry:* Your first question relates to whether funds realized from the sale of school property in one school district in the county must be used in the same district or whether it is put in the county fund to be used anywhere in the county.

Section 5470(a) of Michie's N. C. Code of 1939, Annotated, provides that when school property is sold and a deed executed to the purchaser, the proceeds shall be paid to the treasurer of the county school fund.

In the case of REEVES V. BOARD OF EDUCATION, 204 N. C. 74, our Supreme Court held that it is the duty of the county commissioners of the various counties upon information being furnished by the county boards of education to provide the funds necessary for suitable buildings and proper equipment, and that such expenses are a county-wide charge. Under the present school law the schools of your county are operated as a county unit and it is my opinion that it would not be necessary for the Board of Education of .....County to spend the money realized from the sale of school property in the same school district in which the property was located.

Your second question relates to whether the county board of education is authorized to change the personnel of school committees.

Section 7 of the School Machinery Act of 1939, as amended, provides that at the first regular meeting during the month of April, 1939, or as soon thereafter as practicable, and biennially thereafter, the county boards of education shall elect and appoint school committees for each of the several districts in their counties, consisting of not less than three nor more than five persons for each school district, whose term of office shall be for two years. This section contains a proviso that in the event of death or resignation of any member of a school committee, the county board of education is empowered to select and appoint his or her successor to serve the remainder of the term.

It is my opinion that school committeemen appointed under the above section would be entitled to serve the terms for which they were appointed and could be removed only upon charges brought which would disqualify such members so chosen to serve.—Attorney General, January 27, 1942.



## School Paper Notes

Acknowledgment is made of the receipt of No. 1, Vol I, of *Lo Gro Hi*, an 8-page printed paper, issued by the students of Lowe's Grove High School, Durham, Route 3. In our opinion *Lo Gro Hi* has made an excellent beginning. The mechanical make-up is good; the advertisements are well placed, and the paper includes a sufficient number of illustrations and original cartoons by students. Even the name, from the first syllables of the school name, "is designed to represent the idea that little acorns grow into high oaks." We congratulate the students of Lowe's Grove High School in this recent undertaking.

### PRINTED SCHOOL PAPERS\*

- Dillard Hi News*, Goldsboro, Vol. 8 (Negro)  
*Facts and Fun*, Thomasville, Vol. VII  
*Green Wave Spotlight*, Williamston, Vol. VII  
*Hi-Life*, Newton, Vol. 10  
*High Life*, Greensboro, Vol. XVIII  
*High-Lights*, Colletteville, Vol. 4  
*Hill Echo*, Colerain, Vol. I  
*Hoo-Wair-N-Wat*, Cary, Vol. II  
*Junior Hi-Lights*, Durham Vol. XIII  
*Lo Gro Hi*, Lowe's Grove, Durham, Rt. 3, Vol. I  
*Lumberton-Hi Echo*, Lumberton, Vol. (Not stated)  
*Mountain Echo*, Canton, Vol. III  
*North Cove Hi-Lite*, North Cove, Vol. I  
*Purple and Gold*, Raleigh, Vol. VIII  
*School Scoops*, St. Pauls, Vol. I  
*Stephens-Lee Echo*, Asheville, Vol. II (Negro)  
*The Alexandrian*, Taylorsville, Vol. II  
*The Art Hi-Lights*, Kannapolis, Vol. II  
*The Blue and Gray*, Statesville, Vol. 19  
*The Chatterbox*, Anderson Creek, Vol. I  
*The Exponent*, Sunbury, Vol. VI (Negro)  
*The Full Moon*, Albemarle, Vol. 20  
*The Hi-Rocket*, Durham, Vol. XXIII  
*The Highland Tattler*, Gastonia, Vol. XI  
*The Ki-Hi*, Kinston, Vol. II  
*The Lincoln Searchlight*, Kings Mountain, Vol. XXIII (Negro)  
*The Mirror*, Clinton, Vol. VI  
*The Orange Echo*, Chapel Hill, Vol. X (Negro)  
*The Panorama*, Hot Springs, Vol. 3  
*The Philadelphian*, Philadelphus, Vol. 2  
*The Red and White*, Hendersonville, Vol. 16  
*The Scotchman*, Laurinburg, Vol. IV

\*Received at the State Department of Public Instruction this school year.

## QUIZ ANSWERS

1. Yes.
2. 516
3. 498 for whites and 18 for Negroes.
4. Johnston County, with 7,254 (95.9%).
5. Greensboro.
6. 107,085.
7. 653.
8. 41,728.
9. High School, 42,572; elementary 228,933; total 271,505.
10. 15 per cent.
11. Nearly 14%.
12. 175.
13. 20.
14. 10.
15. From 6,043 in 1930-31 to 7,299 in 1940-41.
16. Improved from 553.0 in 1930-31 to 765.3 in 1940-41.
17. Five public and five private.
18. 5,406 enrolled in 1941-42; 1,234 graduates in 1941.
19. 1,436 enrolled in extension classes in 1940-41; 3,127 in summer schools in 1941.

*The S. L. Sheep News*, Elizabeth City, Vol. VI  
*The Smoky Mountain Trail*, Spring Creek, Vol. 5  
*The Training School Banner*, Scranton, Vol. 7  
*The Trojan*, Troy, Vol. 6  
*The Voice of Waters*, Winton, Vol. III (Negro)  
*The Young Avery Citizen*, Newland, Vol. II  
*Vox Discipulorum*, Granite Falls, Vol. V

## SCHOOL BUS DRIVER MANUAL ISSUED

"A Handbook for School Bus Drivers" is the title of a 46-page manual recently issued by the Division of Highway Safety to the Department of Motor Vehicles in cooperation with the State School Commission and furnished to all school bus drivers of North Carolina.

The booklet is divided into two parts: Part I, which presents six phases of the bus transportation systems as they relate to the driver himself; and Part II, which relates to duties and responsibilities of principals and teachers, bus mechanics, and school bus safety patrols.

The six driver units are the following:

1. Physical and mental qualifications of bus drivers.
2. Personal qualifications and attitudes: their relation to safe school bus operation.
3. Motor vehicle laws of North Carolina and their application to safe driving.
4. Driver responsibility (managing, disciplining, and handling pupil load).
5. The operation and control of a school bus—special driving hazards.
6. Maintenance and inspection.

## Press Clippings

**Hickory.** During the last school year, the plan of distributive education was launched in North Carolina and this year Hickory is helping pioneer in the field with twenty-one students in a class taught by Miss Mollie Harding.

**Sanford.** Students of Sanford high school now have \$2,925 invested in defense stamps and bonds, Helen Freman, defense chairman, announced recently.

**Durham.** Members of the Industrial Arts Department of the Senior High School will construct 200 models of combat planes of the modern types used by the Allied and Axis powers.

**New Hanover County.** Of the more than 3,700 persons enrolled in adult education and national defense courses at New Hanover high schools since last July 1, 1,304 have completed either six or twelve week courses and already have been placed in jobs, County Superintendent of Schools, H. M. Roland, said recently.

**Buncombe County.** The State-aid adult education program of Buncombe County is working in close cooperation with the Red Cross and the Civilian Defense Council, it made known recently in a progress report by Mrs. H. C. Etheridge, Director of the Program.

**Davidson County.** Rural communities of Davidson are doing their part in the defense effort in several ways, including farm production, gathering of scrap iron, cooperation with charities and other methods, but one of the most important things being carried on at this time is the defense training program, supervised by agriculture teachers of various schools and designed to teach men trades that can be of use in the huge program now going on.

**Durham County.** The annual spring exhibit of the work done by members of the Durham County adult education project was on display at the county school office recently, and by request of many interested persons who could not be present then another exhibit will be held April 7, Mrs. George Manning, project director, stated.

**Winston-Salem.** Winston-Salem high school girls, certainly those connected with the Reynolds High section of the school paper *Pine Whispers*, believe that if it is necessary for a physical education program for boys in North Carolina, a similar program is necessary for the girls.

**Greensboro.** "The teachers and pupils in our city and county schools are well deserving of a word of praise for the patriotic work they are doing, and for the fine spirit of loyalty they are showing in this critical national emergency"—Editorial in the Greensboro Record, Feb. 23; 1942.



MAY 25 1942

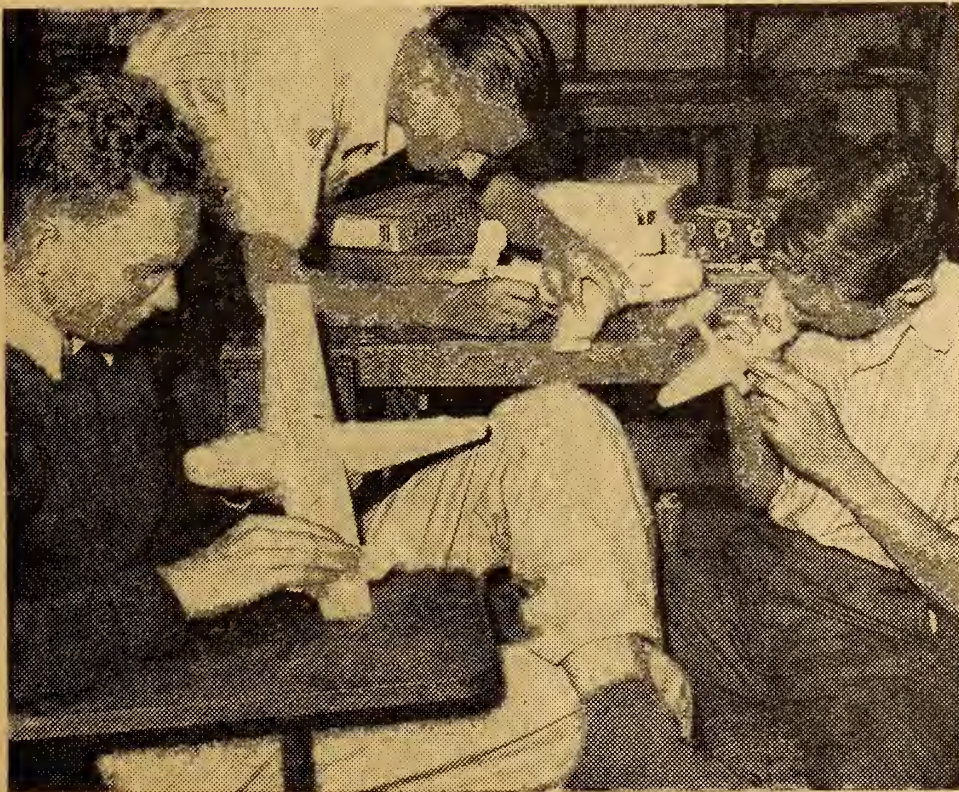
THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Dean R. B. House

NORTH CAROLINA

# PUBLIC SCHOOL BULLETIN

May  
1942



Volume VI  
Number 9



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar of Events .....	2
Cover Picture .....	2
Editorial Comment—	
Disgraceful Incident .....	3
Child Health Day .....	3
A Patriotic Service .....	3
"Tar Heel History" .....	3
Notes and Announcements—	
Commencement Manual Available from NCEA .....	4
State Board to Adopt Textbooks .....	4
Library Science Class Prepares Booklet....	4
Superintendent Foust Receives Honor....	4
World Federation to Hold Institute .....	4
New Bern Votes Ninth Month (box).....	4
1940 Census Increases Vocational Aid....	4
New Publication Distributed .....	4
New Curricular Publications Proposed....	4
Rehabilitation Office Makes Changes....	5
Miss Ward Resigns .....	5
NCEA Plans Legislative Program (box) .....	5
New NCEA Officers Elected .....	5
Former Superintendent Made Director of Publishing House .....	5
Magazine Agent Attacks Principal.....	5
Historical Commission Sends Charts to High Schools .....	5
Plan to Assist H. S. Seniors Suggested ...	5
NYA Guidance Programs Improve .....	8
New Staff Member Employed for Text-book Commission .....	8
State School Facts—	
Current Expense .....	6-7
Education for Victory—	
Air Raid Book (box) .....	8
Many Victory Gardens Grown .....	8
State Employees Not To Lose Retirement Status .....	8
WPB Issues Priorities Regulations Affecting School Purchases .....	8
Staff Members Join the Service .....	9
Availability of Tires for Public School Employees .....	9
Victory Play (box) .....	9
WPA Library Project to be Discontinued .....	9
Mt. Airy Reports Sale of Bonds and Stamps .....	9
"War Against Waste" Program .....	9
Unit on Nutrition Prepared .....	9
Tar Heel History—	
The State Bank of North Carolina .....	10
From the Office—	
Nutrition .....	10
Education Quiz .....	11
Laws, Rulings, and Opinions—	
Teachers Rejection Notice .....	11
Vacancies on County Board of Education .....	11
Contract Transportation of School Children .....	11
Double Office Holding; Member of Board of Education and Farm Committeeman .....	11
School Paper Notes .....	12
Quiz Answers .....	12
Press Clippings .....	12

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

May 1, 1942

To Superintendents, Principals and Teachers:

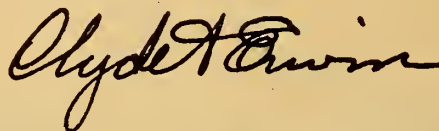
*Under the law, "It is the duty of the county board of education to keep all school buildings in good repair, and to that end it should appoint a member of the committee or some other responsible person to care for the property during vacation." The section of the law from which this is quoted goes on to say that principals and teachers shall be held responsible for the school property during school session.*

*In view of the fact that the schools are now in process of being closed for the summer, I am calling this part of the law to your attention not merely because it is the law, but primarily because the replacement of school property is becoming increasingly more difficult. Every effort should be put forth to see that the school buildings are left in proper shape by teachers and principals—cleaned of all waste paper and rubbish and all windows and doors securely fastened. Oftentimes the loss of a school building by fire during the summer vacation has been due to the carelessness of those who occupied the building prior to school closing.*

*I wish to urge each of you as a patriotic duty, therefore, to cooperate with the county board of education in the preservation of your school buildings and their contents to the end that a minimum of damage will be done to school property during the vacation period.*

*Before closing this letter, which is the last that will appear during this school year, I wish to congratulate each of you for having a part in the State's school work. I think we have had a successful year. I hope for each of you a pleasant vacation from your regular duties, for I am sure that most of you will be very busy during the summer months in other activities.*

Very truly yours,



State Superintendent Public Instruction

## Calendar of Events

- 1—May Day.
- 1—Child Health Day.
- 3-10—National Music Week.
- 10—Mother's Day.
- 10—Memorial Day.
- 12—National Hospital Day.  
(Florence Nightingale's birthday.)
- 17—Citizenship Recognition Day.
- 18—Goodwill Day.
- 20—Mecklenburg Declaration.

## Cover Picture

Boys in 73 high schools are busy making their quota of 10,000 planes for the U. S. Navy. The boys in this picture, Bill Davis, Jack Bundy, and Pat Miller of the Hamlet High School, are engaged in building some of these model planes. Hamlet was the first school to make a shipment of completed planes to the Navy. James Green is their instructor.



# North Carolina Public School Bulletin

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## Editorial Comment

### DISGRACEFUL INCIDENT

Elsewhere in this *Bulletin* there is an account of where one of the high school principals of the State received a broken leg in an encounter with a magazine salesman. The incident is outrageous and disgraceful, to say the least.

There is a law, Chapter 220, P.L. 1933, which states that "No person, agent, representative or salesman shall solicit or attempt to sell or explain any article of property or proposition to any teacher or pupil of any public school on the school grounds or during the school day without having first secured written permission and consent of the superintendent, principal or person in charge of the school and responsible for it."

It appears that in this instance no permission to solicit teachers had either been requested or granted. Furthermore, when this representative was questioned in regard to his presence in the school building without such permission, it is reported that he was impudent and rude to the principal to the extent that the principal was on the point of calling an officer to have him discharged in accordance with the law. Then the physical encounter occurred with the result aforementioned.

We call this matter to the attention of our readers, editorially, because we think this person, or any other person who does business in this way should be apprehended. Such persons should not be allowed to come into the schools at all hours including recesses for the purpose of explaining or selling their wares.

Principals are perfectly within the law, not considering the fact that it is good school administration, in withholding permission for any and everybody to interrupt the work of the school. Certainly, it is a violation of all good principles of conduct for anyone to enter a school without having first secured the permission of the one in charge.

Those in charge of the schools should be on the alert for this sort of school disturbance. They should firmly but kindly inform anyone violating this principle of conduct concerning the law. They should be informed that there is a proper time and place for making their business solicitations. Then, if these high pressure salesmen refuse to abide by the rules, legal procedures should be adopted. Certainly, anyone who violates all good business practices as openly as was the case in Caldwell County should be apprehended. The cooperation of all principals, teachers and superintendents is requested in helping to stamp out this evil.

### CHILD HEALTH DAY

Child Health Day, May 1, 1942, concerns renewed emphasis on vaccination against smallpox and immunization against diphtheria. It is a known fact that these two diseases can be prevented. It is also known that all children have not as yet been protected by the scientific methods followed for their prevention.

In our effort to win the present war, we should not lose sight of the fact that disease is one of our enemies. This enemy not only strikes among the armed forces, but very often strikes the unprotected youth of our nation. School children, especially, are susceptible to epidemics. But when there is a known "defense measure," casualties from such enemies are inexcusable.

Child Health Day offers a splendid opportunity for bringing these dangers to the attention of parents—in May Day festivals, in pre-school clinics, and in other school activities. The cooperation of all is needed in this fight to keep our health in order that we may continue to fight for our democratic way of life.

### A PATRIOTIC SERVICE

Sugar rationing, which will take place all over the nation on May 4-7 at the various public schools, offers an opportunity to the teachers of the State to come in contact with the general public. This is an opportunity when the schools through the teachers and principals may demonstrate their efficiency, their loyalty and at the same time ren-

der to their government a patriotic service.

Perhaps some of you are already overloaded with work and do not relish the idea of giving this extra time to your government. To you who feel that way, let it be said that this is a very important matter. Here is a chance for school people to demonstrate their willingness to participate in an undertaking not strictly educational, but indirectly a means of winning the support of the general public for education.

Schools should be kept open during the rationing period and students should be designated to welcome visitors, direct them to registration places, and offer to show them through the building. "Cooperation" and "willingness" are not hardships, but opportunities to help win the war.

### "TAR HEEL HISTORY"

The column under the above-named title has been prepared each month for Volume VI by Miss Geraldine Coburn of the State Historical Commission. We are of the opinion that Miss Coburn has done an excellent job in the preparation of these articles. They gave us little bits of our history that we didn't know about.

We wonder, however, if such articles were appreciated by you. Would you like for them to be continued next year, or would you prefer that a column on "North Carolina Educators" be substituted? We should like to know what you want, or perhaps you simply wish to leave it all to us.

At any rate, we think that we owe Miss Coburn our sincere appreciation for what she has done in the preparation of these articles of historical interest.

### BUY WAR BONDS AND STAMPS

The purchase of stamps and bonds will help win the war. This BULLETIN subscribes to the systematic purchasing of stamps and bonds by all school employees as well as by the pupils to the extent of each person's own ability. This is one way in which everyone can participate in our nation's all-out effort to prosecute the war to a successful conclusion.



# Notes and Announcements

## COMMENCEMENT MANUAL AVAILABLE FROM NEA

The Vitalized Commencement Manual, issued annually by the National Education Association, is now available at 50c per copy. The 1942 edition of the Manual comprises 96 pages and includes summaries of scores of secondary school graduation programs for 1941 and the texts of several programs.

## STATE BOARD TO ADOPT TEXTBOOKS

In anticipation of an adoption of textbooks for the eight year, the State Board of Education has recently authorized the High School Textbook Committee to examine and report on books for the several subjects to be given in this grade under the twelve year program which begins next fall. The subjects for which books will be considered are science (Grade 8), mathematics (Grades 8-9), language (Grades 8-9), reading (Grades 8-9), health and physical education (Grade 8) and North Carolina materials (Grade 8) for the social studies course.

Simultaneously, a committee from the Department of Public Instruction with J. Henry Highsmith as chairman will consider and make a report on books in the fields of agriculture (Grades 9-12), industrial education (Grades 9-12), and reading (Grades 1-7) for adoption as supplementary use.

The High School Committee is composed of the following school people: A. W. Honeycutt, Chairman, C. F. Carroll, secretary, J. H. Grigg, and C. W. Davis.

It is expected that the work of both of these committees will be completed during this month in order that the adoption will be completed not later than June 1.

## LIBRARY SCIENCE CLASS PREPARES BOOKLET

The library science class of the Harry P. Harding High School, Charlotte, has prepared an illustrated mimeographed bulletin which is a guide to occupations through books, pamphlets, clippings, and magazine articles available in the school library. This attractive 25-page bulletin is entitled CAREERS AHEAD. It was compiled by the 1940-41 class in library science under the direction of Miss Hallie Sykes, librarian. Material is arranged by the name of the occupation and covers about 50 occupations in addition to general books about job finding and personality development. The list of books analyzed should be helpful to any school in building up its library

collection of occupational material. The method of calling attention to available vocational material could be used in any school.

A limited number of copies is available at 25c each. Orders should be directed to the librarian.

## SUPERINTENDENT FOUST RECEIVES HONOR

At the annual meeting of the North Carolina Education Association, Supt. T. R. Foust of Guilford County was honored by the presentation of a life membership in the organization. Supt. Foust was cited as having had 57 years of teaching and administrative experience in Orange, Alamance, Sampson Counties, in New Bern and Goldsboro city schools, and his 38 years as superintendent of Guilford County.

## WORLD FEDERATION TO HOLD INSTITUTE

The World Federation of Education Associations will conduct a five-week Institute on World Problems at the American University, Washington, D. C., July 12 to August 15, it was recently announced by Paul Monroe, president of the Federation.

In announcing the Institute, Dr. Monroe also announced indefinite postponement of the Federation's Montreal conference "until such time as a truly representative delegate assembly can be held." The Canadian organizing committee will remain intact until arrangements for the conference can be fulfilled. Originally scheduled for this summer, the conference had to be postponed because the war has made it impossible for many countries to

send the necessary number of delegates for a representative assembly.

Information regarding the Institute on World Problems may be obtained from headquarters office of the World Federation of Education Associations, 1201 Sixteenth Street, N. W., Washington, D. C.

## 1940 CENSUS INCREASES VOCATIONAL AID

Under the George-Dean Act providing for the distribution of aid for vocational education in the states and territories of the United States, North Carolina will receive slightly more by the new 1940 census than was true under the 1930 census figures.

The allotments of amounts authorized to be appropriated to North Carolina under the George-Dean Act as based upon the 1940 census are shown below for the several fields in which spent, together with the allotments based on the 1930 census and the increase:

	1940 Census	1930 Census	Increase
Agriculture	\$204,758.57	\$198,094.85	\$ 6,663.72
Trade and Industry	73,541.54	66,222.13	7,319.41
Home Economics	174,148.73	168,604.08	5,544.65
Teacher Training	24,928.38	23,765.80	1,162.58
Distributive			
Occupations	30,727.86	29,267.15	1,460.71
Total	\$508,105.08	\$485,954.01	\$22,151.07

## NEW PUBLICATION DISTRIBUTED

Publication No. 236, The North Carolina Twelve Year Public School Program, a 24-page pamphlet giving a brief summary of grade placement suggestions for the twelve-year program to be inaugurated in many of the schools this fall under the authorization of an act passed by the 1941 General Assembly, has been sent out to all superintendents for distribution to all teachers, principals, and supervisors. "This bulletin," according to the Foreword by State Superintendent Clyde A. Erwin, "is a brief digest of the experimental edition of Publication No. 235, *A Suggested Twelve Year Program for the North Carolina Public Schools, 1942*, which has been mimeographed in limited quantity. It gives a general picture of the proposed twelve year program, year by year, for the North Carolina public schools."

## NEW CURRICULAR PUBLICATIONS PROPOSED

Plans are being made for printing a number of new curricular publications in the near future by the Department of Public Instruction. On docket for this summer are two publications, one in art and the

## NEW BERN VOTES — NINTH MONTH

Lacking only 113 votes of being unanimous, the New Bern city administrative unit voted April 14 to levy a tax to operate the schools of that unit nine months, the tax levy being for the support of the ninth month.

The vote by New Bern brings the total units (or districts) that have a ninth month to 65—52 city, 2 county and 11 school districts within county units. Besides New Bern, favorable votes have been cast for a ninth month this school year in Lincolnton (Nov. 4), Edenton (Dec. 9) Elizabeth City, (Nov. 25), Statesville, and Thomasville. Seven of the 64 units, 1 city and 6 districts, maintain a ninth month from private donations (largely mills).



other in music. The material for these two bulletins is almost ready for the printer.

A revision of the mimeographed edition of Publication No. 235, A Suggested Twelve Year Program for the North Carolina Public Schools, 1942, is now being made, and the plan is to place an order for printing this publication in August and to have it available in October.

Besides these three publications, movement has been set on foot to have committees at work this summer and fall in the preparation of three course of study publications, as follows: (1) Language Arts (2) Social Studies, and (3) Mathematics—these to be made available early in 1943.

### REHABILITATION OFFICE MAKES CHANGES

The Rehabilitation Department of the Division of Vocational Education has undergone several changes in the last few weeks. Major Charles H. Warren, State Supervisor, who was re-called to active duty in the Army, has been replaced by H. E. Springer from the Charlotte district office. Two new men, W. Rae Parker and T. M. Wilson, were employed last month and are now in training. Mr. Wilson is to be stationed in Charlotte and Mr. Parker in the Raleigh office. The Department contemplates opening a district office in Fayetteville with A. B. Starnes, now assistant in the Raleigh office, in charge.

This expansion was made necessary by a rapid increase in case load caused largely by an influx of applications from men rejected by the Selective Service Board, and by the increased number of referrals from the Unemployment Compensation Commission and the Red Cross.

### MISS WARD RESIGNS

Miss Virginia Ward resigned her position as Assistant State Supervisor of Home Economics Education, effective February 1, to join the education staff in Wilmington, North Carolina, as Coordinator of the Family Life Education program. This is one of the four demonstration programs being conducted in North Carolina. The purpose of such a program is to unite the efforts of all the organizations and agencies in the community toward securing more satisfying home and family life for all ages.

### NEW NCEA OFFICERS ELECTED

At the annual meeting of the North Carolina Education Association, held in Raleigh, March 19-21, John C. Lockhart, Superintendent of the Mecklenburg County administrative unit was elected

### NCEA PLANS LEGISLATIVE PROGRAM -

The second among the 13 resolutions adopted at the annual meeting of the North Carolina Education Association included the 7-point Legislative Program of the Association. The seven points of this program are as follows:

1. Increase in salaries to meet increasing costs of living.
2. Establishment of a State supported nine months school term.
3. Enactment of a continuing contract law.
4. Provision for sick leave.
5. Expansion of the vocational education program.
6. Extension of the physical, health, and safety education programs to all high school students.
7. Extension of the maximum compulsory attendance age from 14 to 16 years with adequate provision for enforcement of the law.

president, and Horace Sisk, Superintendent of the Fayetteville city administrative unit, was elected vice-president. Fred W. Greene, elected by the Board of Directors, is secretary of the Association.

### FORMER SUPERINTENDENT MADE DIRECTOR OF PUBLISHING HOUSE

R. G. Fitzgerald, formerly Superintendent of Pitt County and for the past ten years State representative of Silver, Burdett and Co., was recently made a member of the board of directors of that company. Mr. Fitzgerald is a native of the State, having graduated from the University in 1915. He served in the army during World War I and prior to his present employment was engaged in school work in this State. Under the new arrangement with his firm, he now exercises general supervision of the sales for his company in the Southern States.

### MAGAZINE AGENT ATTACKS PRINCIPAL

A. D. Huffines, principal of the Granite Falls High School, was recently knocked down the steps at his school by a person representing himself as the agent of a large publishing house, resulting in his leg being broken in two places and a stay in the hospital.

The story goes that this man had just called on one of the teachers in the school while she was teaching a class, and had secured her order for several magazines. Since the salesman had called for payment in advance for the entire cost of the order she became suspicious

and asked the principal about the matter. Mr. Huffines thereupon began to question the gentleman (?) about being in the building without his permission and the manner of the salesman in his conversation with him was so rude and impudent that he was ordered out of the building. In fact, Mr. Huffines started to call an officer of the law, but the man ran. He was stopped at the steps by Mr. Huffines and that's where the physical encounter occurred.

A warrant has been issued for the salesman, but at last reports he had not been apprehended. *Warning.* Teachers and principals should be careful in placing orders for magazines and other publications except known bonafide salesmen.

### HISTORICAL COMMISSION SENDS CHARTS TO HIGH SCHOOLS

The North Carolina Historical Commission has recently sent a copy of a chart showing the origin of the counties of the State to all high schools. The chart is based on a study, "The Formation of North Carolina Counties, 1663-1940," by Dr. L. Corbitt, Chief Library Assistant of the Historical Commission.

The chart should prove very useful to teachers of North Carolina History, in the opinion of Supt. Clyde A. Erwin. "This chart," he stated, "will make a worthwhile addition to the files of North Carolina materials now in many of the schools. I am very glad to see this chart distributed to the schools."

### PLAN TO ASSIST H. S. SENIORS SUGGESTED

"Are the seniors in your school coming to you and the teachers for help in deciding what they are going to do when school is out?"

"Do they want specific information and help?"

These are questions included in a recent letter suggesting a plan to assist in finding out some of the important questions and problems of seniors sent to all high school principals by Dr. J. Henry Highsmith, Director of the Division of Instructional Service.

The plan referred by Dr. Highsmith was prepared by S. Marion Justice, State Supervisor of Occupational Information and Guidance in cooperation with a number of school people. In addition to the plan suggested, the following supplementary information was included with the letter: (1) A blank for securing statements from seniors about the types of information and assistance desired, (2) a table showing the number of seniors in three schools which have expressed a desire for information on seven problems, (3) a sample of

(Continued on page 8)



# STATE SCHOOL FACTS

## Current Expense Per Pupil

That expenditure for the current operation of the public schools called "current expense" was divided for this discussion into two parts on the basis of the race for whose benefit the money was expended. These two parts, as well as the whole of current expense, were then divided in each instance by the appropriate average daily attendance to obtain the average annual per pupil cost.

Table I

In table I the total current expense and per pupil cost are given for the most recent twelve years for which figures are available. These cost figures include the total paid out from all sources for current expense objects during these specified years.

The effect of the depression years

is plainly observed upon examination of this table. In 1929-30 the total operating cost, current expense, was \$28,616,603.44. Within four years, this total decreased to \$18,296,363.78. Since that year, 1933-34, of lowest expenditure, current expense has increased until for 1939-40 a total expenditure of \$32,044,363.56 was made.

It is interesting to note the trends as these expenditures apply to the racial groups. The expenditures for each race followed the pattern of decrease during and increase following the depression, but the expenditures for Negro schools has increased more rapidly than for white schools, that is in comparison with the amounts expended prior to the depression.

However, this fact does not indicate a true picture. The per pupil

cost figures show that the average annual expenditure per pupil in average daily attendance for the whites was highest in 1928-29, whereas for Negroes the year 1939-40 showed the highest per pupil cost. The low in per pupil costs was reached by each race in 1933-34 with an average of \$28.54 for whites and \$14.16 for Negroes.

The State average was \$43.37 in 1928-29, but with a larger total expenditure in 1939-40, it was \$40.56. The per pupil expenditure for Negroes for 1939-40 was approximately the same as that for whites in 1933-34; yet that average was substantially larger than it was in 1928-29, whereas for the whites in 1939-40 it was less than in 1928-29.

These facts, therefore, indicate a trend in the direction of decreasing the difference that exists between the expenditure for white and Negro schools. In 1928-29 the difference in per pupil costs as be-

tween whites and Negroes was \$28.75, whereas in 1939-40 it was \$17.31.

Tables II and III

These two tables show for 1939-40 the total and per pupil current expense in county and city units. Per pupil current expense was \$4.64 greater in city units than in county units, the average in the former being \$43.19 and in the latter \$39.55. In the white schools the per pupil cost was \$3.72 greater in city units than in county units, whereas for Negro schools it was \$5.85 greater than in county units.

These differences are due largely to the fact that a majority of city children are enrolled in schools having terms of nine months, whereas practically all county schools operate only eight months. In the case of Negroes, the training of teachers in city units is higher and as a consequence the teachers in these units are paid higher salaries.

## II. CURRENT EXPENSE, 1939-40, COUNTY UNITS

UNIT	CURRENT EXPENSE			CURRENT EXPENSE Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
Alamance.....	\$ 258,359.64	\$ 54,694.36	\$ 313,054.00	\$44.96	\$28.82	\$40.95
Alexander.....	133,565.25	12,402.80	145,968.05	43.51	29.32	41.79
Alleghany.....	62,196.07	1,815.89	64,012.34	36.61	24.54	36.10
Anson.....	118,290.07	61,930.69	180,220.76	55.17	26.32	40.08
Ashe.....	175,143.87	3,419.57	178,563.44	33.98	41.20	34.10
Avery.....	145,637.48	1,784.97	147,422.45	42.03	34.33	41.92
Beaufort.....	150,690.87	48,988.06	199,678.93	46.60	25.16	38.54
Bertie.....	140,623.59	90,561.82	231,185.41	55.58	23.16	35.89
Bladen.....	167,034.01	78,201.45	245,235.46	45.44	29.25	38.62
Brunswick.....	116,715.82	39,528.38	156,244.20	45.03	25.58	37.77
Buncombe.....	559,173.59	16,365.70	575,539.29	44.07	28.02	43.36
Burke.....	185,367.32	5,487.40	190,854.72	40.41	29.50	39.99
Cabarrus.....	208,476.78	22,277.58	230,754.36	43.78	25.75	41.01
Caldwell.....	220,651.04	6,243.43	226,894.47	37.91	26.46	37.47
Camden.....	44,238.54	20,370.86	64,609.40	63.47	33.02	49.21

## I. CURRENT EXPENSE FOR PUBLIC EDUCATION

Year	CURRENT EXPENSE			PER PUPIL COST		
	White	Negro	Total	White	Negro	Total
1928-29.....	\$23,874,740.06	\$4,086,791.79	\$27,961,531.85	\$51.41	\$22.66	\$43.37
1929-30.....	24,455,396.77	4,161,206.67	28,616,603.44	50.26	22.34	42.53
1930-31.....	24,224,712.57	4,290,870.47	28,515,583.04	48.57	22.21	41.21
1931-32.....	20,228,880.91	3,820,736.25	24,049,617.16	39.13	18.08	33.02
1932-33.....	19,630,804.94	3,833,510.52	23,464,315.46	36.88	17.31	31.12
1933-34.....	15,044,378.77	3,251,985.01	18,296,363.78	28.54	14.16	24.18
1934-35.....	15,816,946.91	3,437,151.16	19,254,098.07	29.53	15.22	25.29
1935-36.....	19,219,136.38	4,403,904.41	23,623,040.79	35.71	19.90	31.10
1936-37.....	20,649,935.00	4,900,138.36	25,550,073.36	38.10	22.20	33.49
1937-38.....	24,389,978.04	5,908,487.17	30,298,465.21	44.45	26.47	39.25
1938-39.....	24,705,508.87	6,105,770.16	30,811,279.03	44.12	26.50	38.98
1939-40.....	25,598,247.87	6,516,115.69	32,044,363.56	45.61	28.30	40.56

UNIT	CURRENT EXPENSE			CURRENT EXPENSE Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
Alamance.....	258,359.64	54,694.36	313,054.00	44.96	28.82	40.95
Alexander.....	133,565.25	12,402.80	145,968.05	43.51	29.32	41.79
Alleghany.....	62,196.07	1,815.89	64,012.34	36.61	24.54	36.10
Anson.....	118,290.07	61,930.69	180,220.76	55.17	26.32	40.08
Ashe.....	175,143.87	3,419.57	178,563.44	33.98	41.20	34.10
Avery.....	145,637.48	1,784.97	147,422.45	42.03	34.33	41.92
Beaufort.....	150,690.87	48,988.06	199,678.93	46.60	25.16	38.54
Bertie.....	140,623.59	90,561.82	231,185.41	55.58	23.16	35.89
Bladen.....	167,034.01	78,201.45	245,235.46	45.44	29.25	38.62
Brunswick.....	116,715.82	39,528.38	156,244.20	45.03	25.58	37.77
Buncombe.....	559,173.59	16,365.70	575,539.29	44.07	28.02	43.36
Burke.....	185,367.32	5,487.40	190,854.72	40.41	29.50	39.99
Cabarrus.....	208,476.78	22,277.58	230,754.36	43.78	25.75	41.01
Caldwell.....	220,651.04	6,243.43	226,894.47	37.91	26.46	37.47
Camden.....	44,238.54	20,370.86	64,609.40	63.47	33.02	49.21



UNIT	CURRENT EXPENSE				CURRENT EXPENSE				Per Pupil in A. D. A.	CURRENT EXPENSE				
	White		Negro		Total		White			Negro		Total		
	\$	\$	\$	\$	\$	\$	\$	\$		\$	\$	\$	\$	
Albemarle	97,807.60	658.75	10,028.54	36.30	97,807.60	658.75	47,005	31.37	47,005	31.37	50,287.75	602.43	50,890.18	
Andrews	38,912.35	10,028.54	90,010.84	36.30	39,571.10	10,028.54	284,715.41	36.20	284,715.41	36.20	284,715.41	68,518.45	33,233.86	
Asheboro	25,138.19	90,010.84	119,219.09	36.30	124,666.73	90,010.84	133,311.10	36.20	133,311.10	36.20	133,311.10	49,248.53	416,043.01	
Ashville	295,141.51	31,859.36	110,959.59	47.82	385,152.35	31,859.36	199,473.88	50.03	199,473.88	50.03	199,473.88	47,669.67	336,523.54	
Burlington	167,359.73	1,782.19	110,959.59	43.53	112,741.74	1,782.19	388,015.57	45.08	388,015.57	45.08	388,015.57	84,240.35	228,018.39	
Canton	110,959.59	16,912.33	38,039.90	48.83	54,952.23	16,912.33	59,717.33	43.20	59,717.33	43.20	59,717.33	37,444.02	225,459.59	
Chapel Hill	188,288.81	8,337.64	188,288.81	57.38	841,663.00	8,337.64	457,105.55	47.29	457,105.55	47.29	457,105.55	69,668.89	526,774.44	
Charlotte	653,374.19	8,337.64	44,415.34	36.29	44,415.34	8,337.64	70,627.61	34.73	70,627.61	34.73	70,627.61	60,339.98	105,109.27	
Cherryville	31,975.85	18,052.18	24,097.85	37.83	126,672.84	18,052.18	117,455.64	34.73	117,455.64	34.73	117,455.64	48,952.26	60,339.98	
Clinton	102,574.99	32,379.17	178,890.79	43.56	598,740.23	32,379.17	513,989.59	40.86	513,989.59	40.86	513,989.59	56,782.47	176,749.83	
Durham	419,849.44	27,040.00	97,647.65	49.92	49,601.48	27,040.00	120,224.42	33.84	120,224.42	33.84	120,224.42	126,762.55	206,348.62	
Eden	60,105.17	10,620.60	9,634.58	48.72	28,732.08	10,620.60	215,418.67	36.07	215,418.67	36.07	215,418.67	1,992.88	179,910.07	
Elizabeth City	19,097.50	10,620.60	25,999.56	49.92	48,374.95	10,620.60	84,809.94	30.98	84,809.94	30.98	84,809.94	3,602.05	111,274.02	
Elm City	30,337.28	45,847.16	13,047.92	44.70	48,374.95	45,847.16	58,960.90	35.63	58,960.90	35.63	58,960.90	52,313.12	82,515.84	
Fairmont	85,700.66	21,317.15	12,954.57	43.00	77,541.75	21,317.15	260,966.94	40.43	260,966.94	40.43	260,966.94	3,988.76	145,904.56	
Fayetteville	27,059.80	14,592.18	17,256.06	40.63	197,412.39	14,592.18	141,915.80	35.32	141,915.80	35.32	141,915.80	95,051.48	552,415.00	
Franklin	172,556.06	24,856.33	5,796.78	36.69	166,535.24	24,856.33	71,831.84	37.03	71,831.84	37.03	71,831.84	36,381.07	108,212.91	
Gastonia	108,550.50	60,757.81	166,642.80	49.64	108,550.50	60,757.81	166,642.80	35.36	166,642.80	35.36	166,642.80	14,143.60	119,367.40	
Glen Alpine	172,556.06	15,249.38	10,546.59	35.91	153,852.16	15,249.38	395,138.78	44.93	395,138.78	44.93	395,138.78	120,655.39	120,655.39	
Goldsboro	389,671.41	33,522.31	26,200.73	46.29	108,047.78	33,522.31	164,654.57	42.80	164,654.57	42.80	164,654.57	52,525.40	141,373.58	
Greenville	74,525.47	64,623.78	33,365.26	51.95	60,847.92	64,623.78	188,303.97	37.50	188,303.97	37.50	188,303.97	1,230.12	129,728.99	
Hamlet	71,859.84	51,795.54	9,052.38	32.80	36,762.08	51,795.54	114,143.60	43.38	114,143.60	43.38	114,143.60	5,223.80	119,367.40	
Hendersonville	121,209.26	15,066.88	17,687.60	36.76	350,541.02	15,066.88	90,614.01	37.27	90,614.01	37.27	90,614.01	120,655.39	120,655.39	
Hickory	295,474.14	57,602.78	10,546.59	46.80	119,799.11	57,602.78	168,394.68	38.85	168,394.68	38.85	168,394.68	36,982.37	205,377.05	
High Point	138,602.78	15,249.38	10,546.59	35.91	153,852.16	15,249.38	395,138.78	44.93	395,138.78	44.93	395,138.78	120,655.39	120,655.39	
Kannapolis	57,602.78	10,546.59	42,105.60	46.80	119,799.11	10,546.59	168,394.68	38.85	168,394.68	38.85	168,394.68	36,982.37	205,377.05	
Kings Mountain	77,693.51	42,105.60	23,748.57	41.37	170,539.17	42,105.60	32,957.96	46.64	32,957.96	46.64	32,957.96	102,457.44	102,457.44	
Kinston	50,799.49	23,748.57	19,797.47	41.13	120,532.24	23,748.57	139,582.58	36.80	139,582.58	36.80	139,582.58	132,957.96	132,957.96	
Laurens	146,790.60	12,549.78	19,797.47	41.13	120,532.24	12,549.78	139,582.58	36.80	139,582.58	36.80	139,582.58	132,957.96	132,957.96	
Leaksville	82,460.75	6,309.74	20,016.05	37.51	56,011.45	6,309.74	75,260.29	28.03	75,260.29	28.03	75,260.29	33,328.97	33,328.97	
Lenoir	47,701.71	10,932.00	19,302.21	37.39	56,462.72	10,932.00	81,671.98	33.36	81,671.98	33.36	81,671.98	73,815.37	73,815.37	
Lexington	55,244.24	10,932.00	19,302.21	37.39	56,462.72	10,932.00	81,671.98	33.36	81,671.98	33.36	81,671.98	73,815.37	73,815.37	
Lumberton	22,396.97	6,637.04	19,302.21	37.39	56,462.72	6,637.04	75,260.29	28.03	75,260.29	28.03	75,260.29	33,328.97	33,328.97	
Marion	75,034.94	19,302.21	13,038.16	52.98	103,827.55	19,302.21	103,827.55	42.44	103,827.55	42.44	103,827.55	103,827.55	103,827.55	
Monroe	37,160.51	18,067.56	8,676.38	41.68	63,785.08	18,067.56	63,785.08	38.32	63,785.08	38.32	63,785.08	42,002.65	42,002.65	
Mooreville	59,671.01	13,038.16	15,832.43	52.98	103,827.55	13,038.16	103,827.55	42.44	103,827.55	42.44	103,827.55	103,827.55	103,827.55	
Morganton	90,789.39	18,067.56	8,676.38	41.68	63,785.08	18,067.56	63,785.08	38.32	63,785.08	38.32	63,785.08	42,002.65	42,002.65	
Morgantown	42,764.87	56,761.90	36,894.09	52.98	103,827.55	56,761.90	103,827.55	42.44	103,827.55	42.44	103,827.55	103,827.55	103,827.55	
Mount Airy	86,761.38	1,259.90	7,649.37	36.06	94,404.75	1,259.90	94,404.75	36.06	94,404.75	36.06	94,404.75	36,062.43	36,062.43	
Murphy	56,761.90	36,894.09	36,894.09	52.98	103,827.55	36,894.09	103,827.55	42.44	103,827.55	42.44	103,827.55	103,827.55	103,827.55	
New Bern	54,005.43	8,979.65	1,259.90	36.06	94,404.75	8,979.65	94,404.75	36.06	94,404.75	36.06	94,404.75	36,062.43	36,062.43	
Newton	37,217.83	4,784.82	12,489.01	41.68	63,785.08	4,784.82	63,785.08	38.32	63,785.08	38.32	63,785.08	42,002.65	42,002.65	
North Wilkesboro	54,700.55	12,489.01	12,489.01	41.68	63,785.08	12,489.01	12,489.01	41.68	12,489.01	41.68	12,489.01	41,682.82	41,682.82	
Oxford	20,817.04	28,726.04	109,462.38	55.96	33,404.38	28,726.04	33,404.38	41.57	33,404.38	41.57	33,404.38	41,682.82	41,682.82	
Pinehurst	28,726.04	109,462.38	396,731.98	55.96	33,404.38	109,462.38	396,731.98	55.96	396,731.98	55.96	396,731.98	55,962.33	55,962.33	
Raleigh	18,895.21	35,994.86	109,462.38	42.14	139,032.60	35,994.86	139,032.60	56.05	139,032.60	56.05	139,032.60	139,032.60	139,032.60	
Red Springs	74,077.39	19,976.19	35,994.86	42.14	139,032.60	19,976.19	35,994.86	42.14	35,994.86	42.14	35,994.86	42,143.26	42,143.26	
Reidsville	125,561.22	13,471.38	19,965.78	40.78	77,013.59	13,471.38	77,013.59	40.78	77,013.59	40.78	77,013.59	40,782.34	40,782.34	
Roanoke Rapids	57,047.81	73,467.65	180,566.74	54.28	180,566.74	73,467.65	180,566.74	54.28	180,566.74	54.28	180,566.74	54,282.33	54,282.33	
Rockingham	153,658.84	38,373.81	20,124.39	45.35	127,336.32	38,373.81	127,336.32	45.35	127,336.32	45.35	127,336.32	45,352.33	45,352.33	
Rocky Mount	142,212.93	60,228.99	20,993.87	39.10	53,929.65	60,228.99	53,929.65	39.10	53,929.65	39.10	53,929.65	39,102.33	39,102.33	
Salisbury	107,211.93	32,935.78	18,929.68	36.23	79,184.15	32,935.78	79,184.15	36.23	79,184.15	36.23	79,184.15	36,234.43	36,234.43	
Shelby	74,738.22	52,042.85	27,141.30	38.05	97,223.99	52,042.85	97,223.99	38.05	97,223.99	38.05	97,223.99	38,052.33	38,052.33	
Southern Pines	84,272.22	13,451.77	6,995.40	44.98	48,241.49	13,451.77	48,241.49	44.98	48,241.49	44.98	48,241.49	44,982.33	44,982.33	
Statesville	41,246.09	22,695.56	95,214.28	43.00	70,302.77	22,695.56	70,302.77	43.00	70,302.77	43.00	70,302.77	43,002.33	43,002.33	
Tarboro	47,607.21	27,472.63	56,800.14	31.36	173,418.97	27,472.63	173,418.97	31.36	173,418.97	31.36	173,418.97	31,362.33	31,362.33	
Thomasville	67,741.65	23,822.68	21,612.97	36.48	52,378.79	23,822.68	52,378.79	36.48	52,378.79	36.48	52,378.79	36,482.33	36,482.33	
Tryon-Saluda	23,822.68	21,612.97	702,439.53	49.68	702,439.53	21,612.97	702,439.53	49.68	702,439.53	49.68	702,439.53	49,682.33	49,682.33	
Tryon-Saluda	23,822.68	21,612.97	702,439.53	49.68	702,439.53	21,612.97	702,439.53	49.68	702,439.53	49.68	702,439.53	49,682.33	49,682.33	
Wadesboro	67,741.65	23,822.68	21,612.97	36.48	52,378.79	23,822.68	52,378.79	36.48	52,378.79	36.48	52,378.79	36,482.33	36,482.33	
Washington	116,618.83	56,800.14	173,418.97	31.36	173,418.97	56,800.14	173,418.97	31.36	173,418.97	31.36	173,418.97	31,362.33	31,362.33	
Wilson	23,822.68	21,612.97	702,439.53	49.68	702,439.53	21,612.97	702,439.53	49.68	702,439.53	49.68	702,439.53	49,682.33	49,682.33	
Weldon	23,822.68	21,612.97	702,439.53	49.68	702,439.53	21,612.97	702,439.53	49.68	702,439.53	49.68	702,439.53	49,682.33	49,682.33	
Wilmington	490,826.56	21,612.97	702,439.53	49.68	702,439.53	490,826.56	702,439.53	49.68	702,439.53	49.68	702,439.53	49,682.33	49,682.33	
Winterville	490,826.56	21,612.97	702,439.53	49.68	702,439.53	490,826.5								



## Notes (Continued)

questions from seniors in six schools where the plan was tried, (4) an example of answers supplied by the Occupational Information and Guidance Service to questions sent in by one school, and (5) a list of 80 Sources of Free and Inexpensive Guidance Materials.

Further inquiry concerning this plan, the letter stated, should be made to the Occupational Information and Guidance Service of the State Department of Public Instruction.

### NYA GUIDANCE PROGRAMS IMPROVE

The guidance programs in the NYA Resident Centers of the State are continually improving. Not so long ago NYA Youth Counselors were selected for the larger "streamlined" units. While counselors would greatly add to the effectiveness of the total program of the smaller centers, the demand is greater where the number of youths is larger and the turnover more rapid. Educational Coordinators and Educational Advisors in the smaller centers are in charge of the guidance activities as well as instruction related to the work in the shops.

Two training conferences for Educational-Recreational Personnel were held during the week of April 20. The Rocky Mount NYA Resident Center acted as host for the Elizabeth City, Henderson, and Fayetteville conference for Negroes on April 22.

N. C. State College provided conference facilities for the following white centers on April 24 and 25: Asheville, Ellerbe, Sardis, Hickory Grove, Greensboro, Greenville, Durham, Raleigh, Columbia, Wilmington, and Pembroke (Indian). Representatives from the State Department of Public Instruction, the National Youth Administration, and the State Employment Service took an active part in the program.

### NEW STAFF MEMBER EMPLOYED FOR TEXTBOOK COMMISSION

C. G. Maddrey, for the past five years principal of the Scotland Neck High School has been added to the staff of the State Textbook Commission as successor to W. F. Mitchell, who resigned on December 1, 1941, to become superintendent of Franklin County. Mr. Maddrey is a native of Northampton County. He received his education at Wake Forest College, having graduated in 1926 with the B. A. Degree. He did graduate work at the University, Chapel Hill. He came with the Textbook Commission as of February 15, 1942.

## Education for Victory

### AIR RAID BOOK

Have you seen LITTLE OSCAR'S FIRST RAID? It is a presentation of air raid precautions in a clear, concise way with cartoon illustrations which make it of ready appeal both to children and to adults. The book is available in cloth cover from Dodd, Mead and Company, New York, at \$1.00. It is available in paper cover at 25c a copy from the Garden City Publishing Co., Garden City, N. Y. The Junior Literary Guild, Garden City, New York, is making it available in quantity lots at 17c a copy. The contents of the book has been approved by the technical advisory staff of the Office of Civilian Defense.

### MANY VICTORY GARDENS GROWN

Victory Gardens—thousands in number—are being grown in North Carolina this spring by students of vocational agriculture and adult farmers who are members of vocational classes, Roy H. Thomas, State Supervisor of Vocational Agriculture of the State Department of Public Instruction, recently reported. Designed to strengthen the farm's participation in the fight against the enemy, the enlarged food-production campaign will provide well-balanced diets for farm families, save them money, improve their health, tend to further diversify agriculture and thus will be of great benefit to the farm population, Mr. Thomas stated.

J. M. Osteen, District Supervisor of the south central section of the State, has reported that nearly 8000 Victory Gardens are being grown in the 88 communities in his district. After contacting 2180 farms in Harnett, Cumberland, Sampson, Columbus, and Brunswick counties, Mr. Osteen reported that 1,943 Victory Gardens are being grown in these counties, that 2,705 farm implements had been repaired in the farm shops, and that 991 poultry flocks had been improved. Over 460 dairy herds have been improved, and 1,612 additional hogs are being fed in this area. A total of 220 beef cattle has been added, and ten extra sheep are being grown. In addition the acreage of the following crops have been increased: soybeans 1,971 acres; peanuts 674 acres, and commercial vegetables 695 acres.

The garden and livestock projects are being conducted under the supervision of the teachers of agriculture who offer advice on the types of seed to use, cultural methods, planting dates, fertility, and soil requirements. County

group meetings of teachers are held at regular intervals to arrange the services of the teachers in a manner that will be most helpful to the campaign as a whole. Steady progress in the program is being reported in all the communities.

### STATE EMPLOYEES NOT TO LOSE RETIREMENT STATUS

If a person now a member of the State Employees' and Teachers' Retirement Systems enters the service of the United States his time while so engaged will not count against him. This in effect is the ruling of the Board of Trustees recently made to take care of the situation with reference to persons joining the War forces of the nation.

"It will not be necessary for you to make regular monthly payments to continue your present status with the Retirement System," stated Baxter Durham, in a recent letter to a school principal. "If your money is left here you will retain membership until such time as you return."

### WPB ISSUES PRIORITIES REGULATIONS AFFECTING SCHOOL PURCHASES

Purchases may be made (1) without preference ratings, (2) with automatic preference ratings for certain classes of items, and (3) by making application to the War Production Board for a preference rating on forms provided for that purpose.

(1) Every effort should be made by a school to obtain items without using any preference rating. If your source of supply cannot furnish what is wanted, other sources should be contacted. If the exact item is not available, a substitute which will serve should be accepted. Schools should solve for themselves their priority problems if possible without applying to Washington for help.

(2) There are several so-called automatic preference ratings available to educational institutions. Order P-100 allows educational institutions to apply a preference rating of A-10 on supplies used for repairs, operation and maintenance by endorsing a statement on the purchase order to the supplier. This does not cover new equipment which is classified as an asset. No application to Washington by schools is required for permission to use Order P-100—merely obtain a copy of the order and follow instructions carefully.

(3) Application for specific preference ratings are made principally in two categories. Form PD-



200 is used to apply for a project preference rating. A project may be defined as "any expansion of facilities involving construction or equipment." Form PD-1A is used (when a project is not indicated) to apply for a preference rating to obtain any materials which cannot be procured without a rating or by use of a rating already available. Only items of one class and for one use should be included on the same application. Questions should be answered carefully in such a way so as to convey a complete picture of the need or problem, its connection with our war effort and any efforts made to effect a solution without resorting to an application for preference rating.

Applications for forms or orders as well as applications for preference rating should be addressed to the Director of Industry Operations, War Production Board, Washington, D. C. and not to the individuals or other governmental agencies. Forms are also available from the Priorities Field Service Offices in the principal cities.

## STAFF MEMBERS JOIN THE SERVICE

Charles H. Warren, State Supervisor of Rehabilitation, a reserve officer in the armed forces of the nation with the rank of major, served the year called for by the president in 1940 and returned to his duties with the Department last December just before Pearl Harbor. He has been called back into the service, however, and is now located at Halibird Motor Base, Baltimore, Md.

Porter Garland, Assistant Supervisor of Occupational Information and Guidance, resigned January 15, 1942, and is now located in the Air Corps Technical School, Keesler Field, Mississippi.

J. H. Clippard, Assistant Supervisor of Rehabilitation for the Asheville office, was granted a leave of absence to serve the first year ordered by the president in the case of all reserves. He has the rank of captain, and is located now at Columbia, S. C.

Three other members of the staff—J. E. Miller, Director of the Division of Adult Education; J. E. Cobb, Associate in the Division of Instructional Service; and J. A. Weathers, Jr., Field Auditor of the Division of Finance and Statistics—are expected to join up in some branch of the armed forces early this summer.

## AVAILABILITY OF TIRES FOR PUBLIC SCHOOL EMPLOYEES

Where the person involved is legally employed by the state or one of its local subdivisions to perform duties necessary to carry on the customary or legally required

## VICTORY PLAY

A one act play, *You Can Count On Us*, which was printed in the February number of *Plays*, drama magazine for young people, has been reprinted for free distribution to teachers. The play is designed to stimulate the sales of Defense Bonds and Stamps among school children. No royalty fee for the production of the play is charged. Teachers and principals interested should write direct to *Plays*, 8 Arlington St., Boston, Mass., for copies.

work of the schools, that person falls under *List B, paragraph 4*, of the Tire Rationing Order and is entitled to receive permission from the local tire rationing board for recapping of tires, retreading of tires, or if these are not feasible, for the purchase of new tires under the following conditions:

1. The recaps, retreads, or new tires can be used only for carrying on official duties and not for personal use or unofficial business.
2. Recaps, retreads or new tires will be made available only in cases where public transportation facilities (including school buses) are not available to such extent as will permit the work to go on with reasonable dispatch and certainty. The local tire rationing board is the judge of those conditions.
3. The privilege of purchasing new tires, if available, will be granted only after it is conclusively shown to the local tire rationing board that recapping or retreading of old tires is not feasible.

If an application for recaps, retreads or new tires is rejected by the local tire rationing board, appeal should be made to the state or regional office, and if rejected there appeal should be made to the Office of Price Administration, Washington, D. C.

## WPA LIBRARY PROJECT TO BE DISCONTINUED

In a recent letter to county and city superintendents and principals, C. C. McGinnis, State Administrator of WPA, announced that the State-wide WPA Library Project would be discontinued on May 31, 1942. "Since library book mending has been a part of the State-wide WPA Library Project," Mr. McGinnis stated, "this service also must be discontinued."

"We sincerely regret," Mr. McGinnis further states, "that the State-wide Library Project must be discontinued, but we are glad that its termination coincides with your school year. There is no prospect now of its being in operation during the war. Therefore, each school

should make its plans to operate its school library without WPA personnel, beginning next fall."

## MT. AIRY REPORTS SALE OF BONDS AND STAMPS

During a defense stamp and bond sale campaign just completed by the Mount Airy school system a total of \$17,692.05 was sold by the five schools of the system.

A detailed report of the sales by schools shows the following returns:

Rockford, \$6,559.25; North Main, \$6,664.40; High School, \$4,000; Bannertown, \$314; Colored school, \$174.40.

During the campaign prizes were awarded to the rooms in the various schools making the most sales.

## "WAR AGAINST WASTE" PROGRAM

The Office of Price Administration has prepared a "War Against Waste" program for high schools. Materials available for high schools consist of a suggested high school lesson, a high school assembly program, a radio dramatization, and the Consumer's Victory Pledge. Other materials available have to do with a High School Consumer Week which may be sponsored by high schools at any time during the school year. All of these war-time consumer materials are available, gratis, to all high school teachers, from the School and College Staff, Consumer Division, Office of Price Administration, Washington, D. C.

## UNIT ON NUTRITION PREPARED

To assist those who teach the unit on nutrition as a part of the Health and Physical Education Program in relation to National Defense, an "Outline for a Short Course in Nutrition for High School Students" has been prepared by staff members of the Department of Public Instruction in cooperation with representatives of Woman's College, East Carolina Teachers College, the North Carolina College for Negroes, and the Greensboro city superintendent of schools.

This unit, consisting of 10 mimeographed pages, was issued by the Home Economics Department of the Division of Vocational Education. It is divided into three parts with question titles as follows:

1. What Foods Should I Eat?
2. Why Should I Eat These Foods?
3. How Can I Get The Required Food Nutrients?

A copy of the unit may be obtained from Miss Catherine Dennis, State Supervisor of Home Economics, State Department of Public Instruction, Raleigh, N. C.



# Tar Heel History

By Geraldine Coburn of the North Carolina Historical Commission

## The State Bank of North Carolina

UNTIL the beginning of the nineteenth century the progress of North Carolina, in comparison with that of the other thirteen original states, was hindered by her lack of strong financial institutions. The charter of the State Bank of North Carolina in 1810, therefore, was to have a wholesome effect on finance and commerce. As early as 1804 the State already had two banks (the Bank of Cape Fear and the Bank of New Bern) with a total capital of \$450,000, but the State Bank was established primarily to absorb these two banks and to stabilize the relation between currency and specie. This bank which was expected to provide a suitable credit system, was to have its central office in Raleigh with six branches, located in Edenton, New Bern, Wilmington, Fayetteville, Tarboro, and Salisbury. No other bank was to be established in North Carolina until 1830, when this bank's charter was due to expire, and its charter was extended for five years longer by an amendment passed in 1811 since the subscriptions for stock in the new corporation were not as liberal as was hoped for.

At first the State's investments in bank stock was profitable, but depending upon such investments for public revenue had a bad effect on the State's fiscal policy. The general opinion was that the profit from the State Bank would remove the burden of taxation from the land and polls; therefore, in 1817, the legislature reduced the tax rate on both. This step, diminishing a steady source of revenue from the land and poll taxes, was very unwise, for the revenue from the State Bank was uncertain and was continually fluctuating. "The old evils of inflation and depreciation, which had characterized the long experience with paper money in all its forms, were perpetuated." The bank notes engraved on silk paper which replaced the "ragged" State currency caused confusion and commercial depression. A tremendous increase of bank-notes in circulation occurred during the years from 1815 to 1819, but in 1819 there was a sudden return of the notes for redemption—a panic had started. There was the outcry, "banking monopoly," and the excessive speculation that had caused the inflation of the currency caused a widespread depression. Finally the banks were forced to suspend specie payment, and because of "innumerable bankruptcies and insolvencies of individuals" there was a strong anti-bank movement led by Governor John Branch, who strongly criticised the practices of the banks. Drastic reforms were demanded by the anti-bank and pro-debtor elements, but because the legislature was controlled by a pro-bank majority, all effects at reform failed, and one couldn't even get an investigation of the banking situation. Finally the legislature had the State Treasury come to the aid of the State Bank by buying stock with the surplus money in the treasury.

Banks were few and scattered in the United States during the early half of the nineteenth century anyhow, and the inexperience and the incompetence of the American people didn't help to solve banking problems. The most important question in the election of 1832 between Henry Clay and Andrew Jackson was the United States Bank. Jackson, who favored state authority and believed in state banks and a low tariff, won the presidential election of that year, and he set out to destroy the United States Bank by declaring it unconstitutional, vetoing a bill for its rechartering, and removing the United States money from it.

By 1832 the State Bank of North Carolina had declared a stock dividend of fifty per cent and was nearly ready to close its doors. New provisions for banking were urgent and six bills for a new bank were introduced in the North Carolina legislative session of 1832-33, but it was at the next session of the legislature that the charter was re-modeled, and the bank was given a new name, Bank of the State of North Carolina. Its charter was to extend to 1860, and the capital, which was to be paid in gold and silver or "their equivalents," was to be fixed at \$1,500,000, of which the State was to subscribe two-fifths.

Today at 11 New Bern Avenue, Raleigh, the State Bank Building, which was erected about 1818 as the North Carolina State Bank and the residence of its president, still stands. One of the first three brick buildings in Raleigh, "it...has double-gallery porticoes on the east and west elevations, each of which has eight massive modified Doric columns in two tiers of four." In 1873 the building was bought by the Christ Church (Episcopal) to be used as a rectory.

# From The Office

## NUTRITION

The defense of America requires a healthy and strong people. Foods play an important part in determining the health of all people but mere quantity of food does not guarantee good nutrition. Many people who have had plenty to eat are suffering from "hidden hunger" because these foods have not satisfied the requirements of the body.

As an important phase of our educational program we are urging teachers and school administrators to emphasize nutrition through such channels as class instruction, demonstrations, chapel programs, experiments and lunchrooms. A bulletin has been compiled and distributed to home economics, physical education and health teachers outlining a few pertinent problems with suggested activities that will help "clinch" the point.

The State Nutrition Committee is likewise urging each county to organize a similar committee as a part of the National Defense Council to disseminate nutrition information to the people.

Simple rules, such as those recommended by the National Nutrition Committee, should be followed by every man, woman and child in North Carolina. These rules for good nutrition are:

1. Try to include in your meals every day:

Milk—at least a pint for everyone, more for children.

Citrus fruits—tomatoes or raw cabbage—one of these.

Green, yellow and leafy vegetables—one or more servings, some raw, some cooked.

Lean meat, poultry or fish or sometimes dried beans and peas.

Eggs—3 or 4 a week.

Bread and cereal—whole grain products or enriched type.

Fats and sweets—as you like them.

2. Encourage farmers to produce more of the protective foods.

3. Encourage farm families to produce their own protective foods.

4. Discourage waste; conserve all nutritive value of food in storage, preparation and cooking.

5. Discourage hoarding.

6. Encourage changing food habits that are bad.

7. Encourage city families to market wisely.

8. Provide means of making nutrition education effective.

There is no reason, in so far as production goes, why anyone in this country should not be properly nourished. But we must learn the rules of good eating, and observe them; we must continue to raise foods for our people at home so as to release large quantities of commercial foods for our armed forces and the other countries now engaged in saving democracy.



# Education Quiz

(Answers on Page 12)

1. What body has responsibility for the adoption of textbooks for North Carolina public schools?
2. Who are the members of the State Board of Education?
3. Upon the basis of what information does the State Board of Education make adoptions?
4. What is the chief duty of the Elementary Textbook Commission?
5. Who are the present members of the Elementary Textbook Commission?
6. What is the duty of the High School Textbook Committee?
7. Who are the members of this Committee?
8. Do either of these examining bodies obtain any assistance in the selection of textbooks?
9. Does the State Department of Public Instruction select any of the basal textbooks?
10. Does the State Textbook Commission have any responsibility in the selection of books?
11. What are the chief duties of the State Textbook Commission?
12. Who are the members of this Commission?
13. Does the State of North Carolina furnish free textbooks to school children?
14. For how many years has this been done?
15. Do other States furnish free textbooks?
16. What are the divisions in which the work of the State Textbook Commission naturally fall in the distribution of textbooks?
17. Is the practice of renting textbooks limited to North Carolina?
18. Is the renting of textbooks a recent practice in North Carolina?

# Laws, Rulings, and Opinions

## TEACHERS REJECTION NOTICE

*Reply to Inquiry:* Receipt is acknowledged of your letter of March 30, enclosing letter from Honorable ....., Superintendent of Schools, ..... County, in which he raises the question as to the method to be used in rejecting and notifying teachers who are not to be employed during the next school year.

Section 7 of the School Machinery Act of 1939, as amended, provides that contracts of teachers shall continue from year to year until said teachers are notified as provided in Section 12 of the Act, as amended. Section 12 of the School Machinery Act, as amended, provides that it is the duty of the county superintendent or administrative head of a city administrative unit to notify all teachers now or hereafter employed by registered letter of his or her rejection prior to the close of the school term, subject to the allotment of teachers made by the State School Commission. This office, in a letter to Honorable ..... of ..... North Carolina, dated April 25, 1941, in construing the method to be used in rejecting teachers and notifying the teachers of such rejection, said:

"As to a teacher or principal who was heretofore employed and who was serving under contract during the current year, it is my opinion that such teacher or principal has a continuing contract and that the contract can be terminated only by action of the District Committee in rejecting the teacher or principal. If the local or District Committee rejects the teacher or principal, the County or City Superintendent should be notified by the local or District Committee in order that the Superintendent may comply with the statute and give timely notice to the teacher or principal rejected."

This seems to answer Mr. .... question as to the method to be used in disposing of teachers who are not to be retained during the next school year.—Attorney General, March 31, 1942.

## VACANCIES ON COUNTY BOARD OF EDUCATION

*Reply to Inquiry:* In your letter of February 20, you state that a member of the ..... County Board of education has just died and the vacancy created by his death has been filled by action of the County Democratic Executive Committee, and you inquire if the new member should file and be nominated in the primary, or if the action of the Executive Committee would hold until the next General Assembly convenes.

The statute, C. S. 5416, governs this situation. Here you will find that "all vacancies in the membership of the board of education in such counties by death, resignation, or otherwise, shall be filled by the action of the county executive committee of the political party of the member causing such vacancy until the next meeting of the regular session of the General Assembly, and then for the residue of the unexpired term by that body ...."

Under the above statute, it is my opinion that the person named to fill the vacancy would not be required to enter the primary.—Attorney General, February 23, 1942.

## CONTRACT TRANSPORTATION OF SCHOOL CHILDREN

*Reply to Inquiry:* In your letter of January 22, you refer to Section 28 of the School Machinery Act, which provides the conditions under which contract transportation may be provided for school children in the various schools of the State where school children are not transported by publicly-owned buses. This section of the Act provides that the tax levying authorities in the various counties shall provide additional funds from the capital outlay budget to pay their share of the additional cost of such transportation.

You inquire if the Board of Education may pay this additional fee from donations received from private sources for this purpose, and if, in the contract made by the Board of Education in such counties with the State School Commission for contract transportation, payment for this additional cost could be made from this source.

Should there be any private donation to meet the payments for this extra expense, I see no reason why the Board of Education could not legally execute a contract with the State School Commission and make payment for its part of the cost of this contract transportation from such sources.—Attorney General, January 23, 1942.

## DOUBLE OFFICE HOLDING; MEMBER BOARD OF EDUCATION AND FARM COMMITTEEMAN

*Reply to Inquiry:* This office has formerly written that a farm committeeman, such as referred to in your letter of ....., is not a public office and that it will not violate Article XIV, Section 7, of the Constitution for such a committeeman to be appointed to the county board of education.—Attorney General, April 15, 1942.



# School Paper Notes

## Mimeograph Papers\*

A. H. S. News, The, Vol. IV, Atkinson H. S., Atkinson.  
*Art Hi-Lights*, Vol. II, J. W. Cannon H. S., Kannapolis.  
*Babbling Brook*, Vol. IX, North Brook H. S., Cherryville.  
*Bagpipe*, The, Vol. 5, Wagram School, Wagram.  
*Bailey Bugle*, Vol. III, Bailey H. S., Bailey.  
*Biscoe-Hi-Lites*, Vol. IV, Biscoe H. S., Biscoe.  
*Bulletin*, Vol. 7, John R. Hawkins School, Warrenton.  
*Cameronia*, The, Vol. II, Cameron High School, Cameron.  
*Cheerful Children*, Vol. 3, N. C. Orthopedic Hospital School, Gastonia.  
*Clarion*, The, Vol. I, Creswell H. S., Creswell.  
*Co-Ho-Pa*, Vol. ?, Corinth-Holder H. S., Zebulon.  
*Comfort*, The, Vol. 1, Comfort H. S., Comfort.  
*Conetoe Echoes*, Vol. ?, Conetoe H. S., Conetoe.  
*Davie-Times*, Vol. 1, The William R. Davie School, Roanoke Rapids.  
*Echo*, The, Vol. 7, Y. E. Smith School, Durham.  
*Elk Antler*, The, Vol. 5, Elkin H. S., Elkin.  
*Erwin Hi-Lite*, Vol. 6, Erwin H. S., Erwin.  
*Fallston Hi Flashes*, Vol. II, Fallston H. S., Fallston.  
*Franklin Hi-Life*, Vol. 5, Franklin H. S., Mount Airy.  
*Freshman Review*, Vol. I, Lexington H. S., Lexington.  
*H. H. S. Courier*, Vol. 4, Harrellsville H. S., Harrellsville.  
*Hawkins Herald*, The, Vol. 13, Hawkins H. S., Warrenton.  
*Helenian*, The, Vol. 4, Helena H. S., Timberlake.  
*Hi-Light*, The, Vol. ?, Robersonville H. S., Robersonville.  
*Hiddenite Gem*, Vol. III, Hiddenite H. S., Hiddenite.  
*High Top*, The, Vol. III, Black Mountain H. S., Black Mountain.  
*Hope 'N Print*, Vol. I, Spring Hope H. S., Spring Hope.  
*Hub*, The, Vol. V, Altamahaw Ossipee School, Elon College.  
*Kno-Wit Awl*, Vol. ?, Siler City H. S., Siler City.  
*Leggett Hi-Lites*, Vol. III, Leggett H. S., Leggett.  
*Lions Roar*, The, Vol. II, N. Wilkesboro H. S., N. Wilkesboro.  
*Mohisco*, The, Vol. XI, Monroe H. S., Monroe.  
*Oak Leaf*, The, Vol. 13, Four Oaks H. S., Four Oaks.  
*Pilot*, The, Vol. 5, Pilot Mountain H. S., Pilot Mountain.  
*Plainsman*, The, Vol. VI, White Plains H. S., White Plains.  
*Pointer*, The, Vol. VII, Stony Point School, Stony Point.  
*Purple and Gold*, Vol. 4, Bessemer City H. S., Bessemer City.

## QUIZ ANSWERS

1. The State Board of Education
2. Governor, Lt. Governor, Secretary of State, State Treasurer, State Auditor, Attorney General, and the State Superintendent of Public Instruction.
3. Largely upon the basis of reports made by the Elementary Textbook Commission and the High School Textbook Committee.
4. To examine elementary textbooks submitted by publishers for possible adoption and to make a report consisting of a multiple list to the State Board of Education.
5. H. B. Marrow, Chairman, Miss Virginia Kirkpatrick, Miss Clara Hearne, A. J. Hutchins, W. B. Owen, Jr., Miss Cynthia Reeves, and J. S. Waters.
6. Same as 4 above, for high school books.
7. A. W. Honeycutt, Chairman, J. H. Grigg, C. W. Davis, and C. F. Carroll.
8. Yes, from teachers, principals and supervisors actually employed and from staff members of the State Department of Public Instruction.
9. No.
10. No.
11. To buy and distribute books to the schools.
12. Clyde A. Erwin, Chairman, Harry McMullan, W. Z. Betts, J. H. Rose, and R. L. Harris.
13. Yes, basal books for Grades 1-7.
14. This is the fifth year.
15. Yes, some as early as 1840.
16. (1) Free basal books for grades 1-7, (2) rental of high school books, and (3) rental of supplementary readers.
17. No. It is nationwide.
18. No. Some schools have been renting books for 25 or 30 years, but the State agency was not set up to purchase and rent textbooks until 1935.

*Red and White*, Vol. ?, Franklin H. S., Franklinton.  
*Rock Ridger*, Vol. 2, Rock Ridge H. S., Wilson.  
*Sawmillings*, Vol. III, Saw Mills School, Granite Falls.  
*Seagrove Highlight*, Vol. 5, Seagrove H. S., Seagrove.  
*Sentinel*, The, Vol. I, Pamlico County Training School, Bayboro.  
*Spectator*, Vol. V, Landis H. S., Landis.  
*Spencer Hi Life*, Vol. 5, Spencer H. S., Spencer.  
*Sumnette*, Vol. ?, Sumner H. S., Greensboro.  
*Tiger*, The, Vol. 5, Coates H. S., Seaboard.  
*Tri-Hi News*, The, Vol. IV, Caroleen.  
*W. J. High Times*, Vol. II, West Jefferson H. S., West Jefferson.  
*Wa-Co-Whispers*, Vol. I, Walnut Cove High School, Walnut Cove.  
*Wacovian*, Vol. V, Cove Creek H. S., Sugar Grove.  
*Wakelon High Script*, Vol. II, Wakelon H. S., Zebulon.  
*Ye Old Academie*, Vol. V, Pantego H. S., Pantego.

\*Received at the State Department of Public Instruction during this school year.

## Press Clippings

*Burke*. The Burke County Health Department will begin Wednesday, April 8, a series of pre-school clinics for the examination of children who will enter school for the first time next fall.

*Franklin*. Completion of adult evening classes in vocational agriculture in the Epsom community was observed Friday night with a fish fry served by girls of the home economics class of Epsom High School at Lakeview Store.

*High Point*. Seven High Point dentists completed a dental survey of students of the senior high school last week in connection with the State Program for National Defense. The survey disclosed that of the 213 sophomores examined, 161 needed dental attention; of the 166 juniors, 146 needed dental attention; and of the 116 seniors, 81 needed some dental attention.

*Wilkes*. Boys in the tenth and eleventh grades of Wilkes County Schools have been examined physically as a school project in the interest of national defense, C. B. Eller, county school superintendent said recently.

*Winston-Salem*. John Watson Moore, superintendent of the city schools, meeting with faculties of the local high schools this week, presented figures showing the number of students who are taking college preparatory courses in high schools, and discussed the advisability of discontinuing the general courses in high schools.

*Mooresville*. According to information released by H. C. Miller, superintendent of the Mooresville City Schools, the three white schools of the city are going all-out in their defense labors—purchasing defense stamps and bonds, taking first aid courses, taking physical and health education training and collecting scrap materials.

*Columbus County*. The Board of Education of Columbus County in a recent meeting issued a formal request in which the local schools of different sections of the county were asked to curtail the commencement exercises this year as much as possible.

*Person County*. Chief topic at the recently held quarterly meeting of the Person County Board of Education was the building needs of the Roxboro School District, particularly at Roxboro High School, where crowded conditions due to large enrollment have been observable for some time.

*Durham*. No soft drinks are sold in the city schools, only pure fruit juices and milk and only approved candies are allowed to be sold to older students, City School Superintendent W. F. Warren said today (April 7, 1942).



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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SEPTEMBER  
1942

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Volume VII  
Number 1





# In This Issue

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

September 1, 1942

	Page
Superintendent's Letter .....	2
Calendar for September .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Pamphlet on Health Education Made Available .....	4
Home Economics Staff Changes .....	4
Geographic School Bulletin Resumes Publication .....	4
Units and Districts Having a Nine Months School Term for 1942-43 (box) .....	4
Pan American Union Prepares Series of Pamphlets .....	4
Tires and Tubes for Teachers.....	5
North Carolina Consumer Services and Agencies .....	5
Wanted—Pictures (box) .....	5
Vocational Guidance for Victory .....	5
War Geography Atlas .....	5
Federal Aid Bill Reported Favorably by Senate Committee .....	5
New School Program in War Production Training Organized .....	5
Signal Corps School Operated in Winston-Salem .....	6
Flag Etiquette Not Changed .....	6
Germans Without Wagner (box) .....	6
Bible Taught in Public Schools .....	6
Hawfield Elected Superintendent Jackson Training School .....	6
New Superintendents for Year 1942-43 .....	7
Two Publications Issued .....	7
American Education Week (box).....	7
More Staff Members Enter War Service .....	7
Child Health Conferences Held This Summer .....	7
Cumulative Records Installed in Schools .....	7
WPA Assisted in Installing Records.....	7
WPA Nursery School Program Available .....	7
State School Facts .....	8-9
Additional State Adopted High School Textbooks .....	10
Teachers Retire Under New Law.....	10
Teachers Meeting Over the Air (box).....	11
Where Are They Now .....	11
Rules and Regulations Governing Retirement Issued .....	12
Leaflet on Music Issued .....	13
Tar Heel Educators .....	13
Laws, Rulings and Opinions .....	14-15
Roosevelt Anniversary .....	15
From the Past .....	16
I Teach School (box) .....	16
From the Press .....	16

## To Superintendents, Principals and Teachers:

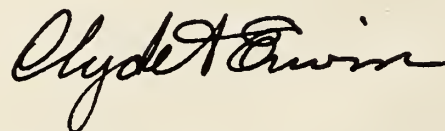
We are now face to face with a new school year. The world situation is even more serious than it was when the schools closed last spring. The schools must now join all other agencies in the all-out effort to win this war for the United Nations.

"School as usual" must be discontinued for the duration of the war. This does not mean that we must discard the teaching of children in the fundamentals and skills necessary for living in this age. It does mean, however, that we must give greater emphasis to the teaching of American ideals—building morale and teaching practical patriotism. Our boys and girls should be taught that producing and taking care of food, keeping fit, participation in salvage activities, and cooperation in civilian defense are essentials in the war effort for victory. Teachers must not only take the leadership in such activities; they must set the example by their own participation.

Opportunities for emphasis arise at many points in the classroom for effective presentation of ideas concerning an "education for victory" program. It seems to me, however, that special emphasis should be given to high school courses in mathematics, science, health and physical education, and history. If our American way of life is to be preserved and extended, the boys and girls in our schools today who will be the leaders in the post-war period must understand the meaning of American freedom, liberty and democracy.

As teachers, principals and superintendents, our task is fundamental to the war program. "Education for victory—both in war and peace" should be our slogan.

Very truly yours,



State Superintendent of Public Instruction

## Calendar for September

- 7—Labor Day.
- 7—Brazilian Independence Day—1822.
- 14—"Star Spangled Banner" written 1814.
- 17—Constitution Day—1787.
- 20—First telephone exchange in N. C. opened at Raleigh 1879.
- 21—First day of autumn.
- 28—American Indian Day.

## Cover Picture

This is a picture of the Education Building. The Department of Public Instruction, the State Textbook Commission, and the State School Commission have offices on the third floor. Part of the Division of Vocational Education (Home Economics, Trades and Industries and Rehabilitation), and the Division of Schoolhouse Planning occupy space on the fourth floor. In addition to these departments, this building houses the Historical Commission (first floor), the Department of Conservation and Development (second floor), the Industrial Commission (fourth floor), the Local Government Commission (fourth floor), the State Board of Charities and Public Welfare (fifth floor), the Board of Alcohol Control (fifth floor) and a part of the State Treasurer's office (fifth floor).

The building was completed and occupied in January 1939.



# North Carolina Public School Bulletin

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## Editorial Comment

### Share With Others

In order to fill the columns of any paper, especially where there is no roving reporter, the material must be collected here and there and everywhere. Of course, that does not mean that any publication can or should print all that is submitted. Judgment must be exercised in selecting that which is suitable for the readers of the publication concerned, and editorial freedom must be allowed, for changes and deletions in order to make the material fit the space available.

The PUBLIC SCHOOL BULLETIN follows somewhat this same procedure in assembling the material used in its columns. There are sources, however, from which certain material is available that should produce good material for the BULLETIN. We refer to the schools themselves. We believe that many schools are carrying on unique activities that should be made known to other schools. We are, therefore, soliciting the aid of every principal and teacher to send us any written account of an activity, either classroom or administrative, that is outstanding in your school. We can make a special column for such material or carry it under our "Notes and Announcements". Won't you please share your experiences with others?

### The Twelve Year Program

North Carolina has always been one of the few states offering an eleven year program of studies in its schools—the first seven grades comprising the elementary school and grades 8-11 the high school. True, several of the larger cities have provided a twelve year program for several years. But recog-

nition by the State in the form of financial support did not occur until the General Assembly of 1941 passed an act providing for a study of the situation in 1941-42 and for inauguration of a twelve year program on a voluntary basis with the school year 1942-43.

During the past year the study has been carried on. Direct results of this study have been the issuance of two publications: one being mimeographed in tentative form and the other, a brief summary of the first, being printed as publication No. 236.

This year, therefore, marks the introduction of the program as a regular and integral part of the public school program of the State. In other words, the twelve year program of instructional service is being launched this year under State auspices and largely at State expense. Boys and girls entering the eighth grade this year in most instances will have four additional years of high school instruction after the completion of this year's work; and students in the present high school may, if courses are available, return for an additional year after they complete the eleven year program which they began.

School people generally think that the twelve year program offers many advantages over the eleven year system. That nearly all states follow such a practice in school organization is evidence that a majority of the leaders of public education believe that a period of twelve years should be utilized in the preparation of boys and girls for college or for the average work among their fellowmen. That North Carolina is now taking this step makes us feel that with everything else being equal our boys and girls will have an equal chance with those of other states in meeting the problems confronting the world. The program is not expected to be fully underway until about 1946-47. But that North Carolina boys and girls will take advantage of this additional training there is no doubt.

### Teacher Shortages

North Carolina superintendents have been faced this year with many teacher resignations and the unavailability of new teachers with which replacements may be made. Women have resigned to accept employment in better paying positions in wartime work or defense activities. Men have either joined the army, navy or marines, or have accepted work in other organizations.

This exodus of teachers from the schools has thrown an extra burden on the superintendents in trying to find persons qualified to take their places. In some instances superintendents have accused teachers of breaking their contracts. Under the law a teacher may not resign without the consent of the board of education after entering into a contract to teach unless 30 days notice is given prior to the opening of school. During the summer months many teachers complied with the law in this respect and so the schools were left without teachers.

There are some schools that have not yet filled the vacancies caused by these resignations. In order, therefore, to assist administrators in employing and keeping teachers, the following suggestions summarized by Dr. Ben Frazier, of the U. S. Office of Education, are given here:

1. Increase salaries and improve working conditions in teaching.
2. Keep local selective service board fully informed concerning the employment situation with respect to men teachers of critical trade and industrial occupations.
3. Canvass, register, and retain former teachers, and potential teachers not now in preparation.
4. Encourage more students to prepare for teaching.
5. Accelerate progress of prospective teachers thru college.
6. Guide students in their choice of majors, minors, and courses from fields in which surpluses of teachers exist, to shortage fields.
7. Liberalize teacher certification requirements and practices.
8. Extend, improve, and coordinate the services of public teacher placement and registration offices.

### How To Write A Report—In 10 Easy Steps

1. Appoint Committee.
2. Chairman gets others to write report.
3. Enlarge committee by adding these others.
4. Revise report.
5. Refer report to study committee.
6. Rewrite report.
7. Refer latest report to executive committee.
8. Adopt report.
9. Rewrite report.
10. Edit report.



# Notes and Announcements

## Pamphlet On Health Education Made Available

The North Carolina Tuberculosis Association has made available this year another pamphlet on health education for the use of elementary and high school teachers. This pamphlet is entitled, "Healthful Living Out of Doors," by Nina B. Lamkin, Director, Division of Public Health Education, Nebraska State Department of Health. Miss Lamkin is author of "Good Times For All Times" and co-author of *Adventures in Living Series*.

In this pamphlet the author looks at the 1942 Christmas seal in an effort to help us grasp the significance of the bit of out-of-doors pictured on it. From this winter scene she goes easily to the whole out-of-doors of the child's world, where in the sunlight and fresh air of all seasons, she finds points of interest which give pleasure at the time and contribute to an "all-round balance in daily living."

Many of the things of which she speaks have to do with recreation, but she makes all the great out-of-doors contribute toward "the healthy, happy, well-adjusted child" as the goal. There are suggested leads for discussing and planning activities in which children, teachers and parents may participate and questions for children in elementary grades, boys and girls in junior high schools and students in senior high schools.

Copies of this pamphlet may be secured from county and city superintendents of schools, the local chairman of Christmas seal sales, or from the N. C. Tuberculosis Association, Box 468, Raleigh, N. C.

## Home Economics Staff Changes

Miss Rose Mary Codell of Winchester, Ky., has been appointed Assistant State Supervisor of Home Economics Education. Miss Codell did her undergraduate work at the College of William and Mary. She returned to Winchester as home economics teacher in the high school for two years. In 1937 she accepted a fellowship at the University of Kentucky and taught in the teacher training school, receiving the M. A. degree in the spring of 1938. For the past two years she has been a member of the Teacher Training staff of Winthrop College. Her training and experience fit her ably to supervise the home economics departments in this State.

Miss Sarah Burton Jenkins of Shelby, N. C., has also been appointed Assistant State Supervisor of Home Economics Education. Miss Jenkins graduated from East Carolina Teachers College in 1928. She has taught in several of the larger high schools of the State, resigning her last position to become District Supervisor of the Educational Pro-

gram for Girls enrolled in NYA classes during 1941-42. She is now working toward her M. A. degree at the Woman's College of the University of North Carolina.

Both assistants have been assigned to specific areas of the State. Miss Jenkins will have the extreme western counties and Miss Codell will have the southern counties.

## Geographic School Bulletin Resumes Publication

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated *Geographic School Bulletin* for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquar-

ters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only through teachers, librarians, and college and normal school students. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, exploration, geographic developments, new industries, and costumes and customs, in all parts of the world. Since Pearl Harbor the bulletins are keeping abreast of the war news. They describe towns, cities and regions affected by the war and economic changes here and abroad due to the war. Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year.

Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription.

## Pan American Union Prepares Series of Pamphlets

With the intention of filling a need which has long been recognized by leading educators and government officials, and in response to many requests, the Pan American Union of Washington, D. C. announces the publication of a series of pamphlets, designed especially to appeal to children.

Written in an interesting and captivating juvenile style by educators versed in the teaching of children, the booklets contain pertinent information about the American Republics, including inspiring accounts of national heroes, descriptions of customs and places of unusual local color, as well as of the Panama Canal and the Pan American Highway.

In the first series of pamphlets there are ten booklets, each with a distinct title. Two of the booklets are now prepared and ready for distribution—"The Pan American Union" and "The Snake Farm at Butantan, Brazil". At intervals of approximately three weeks two additional pamphlets of the series will be ready for distribution, so that orders may be placed according to the following schedule: "General San Martin" and "The Panama Canal" on Aug. 14th; "The Pan American Highway" and "The Guano Islands of Peru" on Sept. 4th; "Caupolicán" and "The Incas" on September 25th; and, "Pizarro" and "Cabeza de Vaca", October 15th.

Each pamphlet sells for five cents; orders are to be addressed to the Pan American Union at Washington.

## Units & Districts Having A Nine Months' School Term For 1942-43

City Units	
Albemarle	Lincolnton
Asheville	Monroe
Burlington	Mooresville
Chapel Hill	Morganton
Charlotte	Mount Airy
Concord	New Bern
Durham	Newton
Edenton	N. Wilkesboro
Elizabeth City	Pinehurst
Elm City	Raleigh
Enfield	Reidsville
Fayetteville	Roanoke Rapids
Gastonia	Rockingham
Goldsboro	Rocky Mount
Greensboro	Salisbury
Greenville	Sanford
Hamlet	Statesville
Hendersonville	Shelby
Hickory	Southern Pines
High Point	Tarboro
Kannapolis	Thomasville
Kings Mountain	Tryon-Saluda
Kinston	Wadesboro
Laurinburg	Washington
Lenoir	Wilson
Lexington	Winston-Salem
Lumberton	

County Units	
New Hanover	Scotland

Districts	
Aberdeen (Moore)	
Badin (Stanly)	
Belmont (Gaston)	
Ceasar Cone (Guilford)	
Cramerton (Gaston)	
East White Oak (Negro) (Guilford)	
Farmville (Pitt)	
Lincoln Academy (Negro) (Gaston)	
Mt. Holly (Gaston)	
Proximity (Guilford)	
Spencer (Rowan)	
Victory (Gaston)	



## Tires and Tubes For Teachers

An amendment to the tire rationing regulations which tightens requirements in some respects and extends eligibility for tires to certain automobiles users heretofore not provided for was released by the Office of Price Administration June 30, 1942 and became effective July 1.

Under this amendment "public school officials and teachers are given eligibility for recapped tires or obsolete new tires *only* when they need automobiles to get them from one school to another in areas where there is no other practical means of transportation. The vehicle must be used principally for this purpose or other eligible purposes. Certificates will not be issued to any teacher or official whose duties are performed wholly at one school, as the purpose of the amendment is to make tires available to teachers who conduct classes in several schools, and to supervisors who cannot meet the requirements of their positions without them."

This amendment refers to section 504 (a) (9) regarding List B eligibility.

## North Carolina Consumer Services and Agencies

The office of Price Administration for North Carolina has issued a list of the State and Federal governmental agencies that have offered their services to the consumer education program for the wartime emergency. North Carolina agencies include the following:

State Department of Public Instruction, Raleigh.  
State Board of Charities and Public Welfare, Raleigh.  
State Department of Agriculture, Raleigh.  
State Board of Health, Raleigh.  
State Department of Conservation and Development, Raleigh.  
North Carolina Library Commission, Raleigh.  
State Department of Labor, Raleigh.  
Farm Security Administration, Raleigh.  
Works Progress Administration, Raleigh.  
N. C. State College Agricultural Extension Service, Raleigh.  
Institute of Government, Chapel Hill.  
Guilford Consumer Division, Greensboro.

In addition to these a number of Federal Agencies located at Washington, D. C., offer consumer services. Those listed are the following:

Agricultural Marketing Service  
Bureau of Animal Industry  
Bureau of Home Economics  
Consumers Counsel Division  
Extension Service  
Food and Drug Administration  
Public Health Service  
Office of Education  
Department of Labor

## Wanted—Pictures

Good glossy prints of school activities are desired immediately by the Department of Public Instruction for use in making cuts to include in Part I of the Biennial Report of the State Superintendent. If you have such prints which you are willing to lend to the Department please indicate thereon what they represent and send to L. H. Jobe, Raleigh, N. C. They will be returned to you when the use of them has been completed.

## Vocational Guidance For Victory

"Vocational Guidance for Victory" is the title of an 80-page manual to be issued in August by the War Service Committee of the National Vocational Guidance Association. Including contributions by fifteen government officials dealing with the Nation's manpower, the publication brings together for the first time information on all aspects of the American wartime labor market.

Special attention is given to opportunities in the armed forces, including the operation of the Selective Service and Army Personnel Classification Systems. Employment and training opportunities in war industries are set forth. There are sections on the new jobs open to women and on the problems of rural youth, the physically handicapped, and minority groups. Of special value to counselors are articles on getting ready for war service, long term planning for the individual, and assisting youth with his wartime psychological problems.

Edited by Dr. Harry D. Kitson, editor of *Occupations*, the Vocational Guidance Magazine, single copies of the manual may be obtained for 50 cents from the National Vocational Guidance Association, 425 West 123rd Street, New York, New York. The publication will be sent free to members of the Association and to subscribers to *Occupations* magazine.

## War Geography Atlas

A 48-page *War Geography Atlas* including 29 maps is being issued by the American Education Press, Inc., Columbus, Ohio, and will be released on September 7, 1942. This bulletin is being issued for the schools of the country because a knowledge of today's geography is essential and old geographies are obsolete.

This 48-page book makes it possible for students to be informed about climate, topography, peoples, economic resources for war purposes of the countries and island areas of the world. If the war lasts several years, today's students may be in the Aleutian Islands, New Guinea, and other far-distant outposts. They will need the geo-

graphical information given in *War Geography Atlas*.

In order to make this book available to every student, it is being sold for 10 cents a copy on orders of 100 or more; 12 cents a copy on orders of 10 to 99. Send orders to American Education Press, 400 S. Front St., Columbus, Ohio.

## Federal Aid Bill Reported Favorably By Senate Committee

By far the biggest news of the summer days, according to *Edpress News Letter*, was approval by the Senate Committee on Education and Labor of S.1313, which is commonly called the "Federal Aid" bill. The measure is now on the legislative calendar.

In presenting to Congress its reasons for approving the bill, the Committee cited 10 arguments, three of which were the following:

1. The Committee proved the inequalities in educational opportunity by showing that in 1939 Mississippi spent \$24 per pupil, which was less than one-fifth the amount spent per pupil in New York. It showed that the value of school property for the Tennessee pupil was \$80 against \$526 in New York.

2. The Committee showed that States least able to support schools have most children to be educated. For example, it showed that South Carolina had 589 children (5-17 years) for each 1,000 adults; California had only 277 children per 1,000 adults. Yet, the income per adult in California was more than twice the income for a South Carolina adult.

3. It squelched the glaring generality that "lack of effort is the cause of unequal educational opportunity." The Committee showed that of the 12 States making the greatest effort to support education, not one is among the 12 capable of making the largest expenditures for pupils.

Finally the Committee went on to say that federal aid is imperative at this time because increases in federal taxation affect poorer States disproportionately, the war will curtail State school revenues further, States cannot stem teacher shortages because of competing higher wages in industry, low education of draftees indicate unequal opportunities, and winning the war and the peace depends upon the quality of education for all children.

## New School Program In War Production Training Organized

Beginning with this school year the program of training that was known as National Defense Training, becomes a War Production Training Program, with two divisions instead of three, it is announced by T. E. Browne, Director of Vocational Education.

Program No. 1 continues as No.



1 and is labeled "Vocational Training for War Production Workers". Program No. 4, originally known as (OSY) Out-of-School Youth, becomes Program No. 3 and is labeled (OSYA) Out-of-School Youth and Adults, or "Rural War Production Training Program." Program No. 5, which was the Educational phase of N. Y. A., operated under the Office of Education, has been discontinued.

Program No. 1 is organized and operates in the Trades and Industries section of the Division of Vocational Education of the State Department of Public Instruction. J. Warren Smith, who has been loaned to the State Department by N. C. State College, during the emergency, is State Director of this particular division. State offices for Program No. 1 are located on the fourth floor of the Agriculture Building in Raleigh. Assisting Mr. Smith, Director of Vocational Training for War Production Workers, in the State office will be L. B. Singleton, who has been the supervisor of the NYA Education program, which program was discontinued by recent legislation, and David R. McCain, who was also in NYA Education.

A. L. Teachey, who for several years has been a District Supervisor of Agricultural Education, has been appointed State Director of Rural War Production Training. His office will be located in Tompkin's Hall, at the North Carolina State College. Program No. 3 is organized in the Agricultural Education section of the Division of Vocational Education of the State Department of Public Instruction. During the coming year there will be particular emphasis given to a commodities production training program and a continuing of the farm machinery repair shop program. Assisting A. L. Teachey, Director of Rural War Production Training, will be R. B. Winchester, who has been promoting and supervising the OSY Defense Training Program in the State, and A. G. Bullard, formerly teacher of vocational agriculture at the Bethel Hill High School in Person County.

Both of these agencies will work through the public school officials and teachers of North Carolina.

## Signal Corps School Operated In Winston-Salem

As a part of War Production Training Program No. 1 under the supervision of the State Department of Public Instruction, Division of Vocational Education, there is being operated in Winston-Salem a signal corps school. This school is a part of the Army 4th Corps Area program to prepare trained signal corps operators. Headquarters for the 4th Corps area is at Fort McPherson, Ga. with Colonel A. G. Colonely in charge.

The quota for this school is 540, all of whom are selected under civil service and employed at the beginning of this training by the Army Signal Corps.

To house this project, Winston-Salem has given the use of its Skyland school plant, which is ideal for this type of school. The school is equipped with six classrooms, six shops, office, auditorium, store rooms, cafeteria, and a playground. The school is in session twenty-four hours daily, six days each week.

The thirty-six instructors were recruited from radio repair shops in this State. Directly in charge of the program in Winston-Salem are P. B. Raiford, Local Director of Vocational Training for War Production Workers, and Dale Keller, Radio Technician and Principal of the School. Winston-Salem now has in operation the largest war production training program in the State. The complete faculty numbers fifty-six, all experts in their own trade and recruited from industry.

## Flag Etiquette Not Changed

"There has been no change made in the Pledge of Allegiance and the Salute to the Flag," stated H. L. Chaillaux, Director National Americanism Commission, Indianapolis, Indiana, in a recent letter to State Superintendent Clyde A. Erwin.

"The Flag Code as adopted by the National Flag Conference in 1923," he adds, "and Revised and Endorsed by the Second Flag Conference in 1924, is accepted as the standard Flag Code of the Community. Sixty-eight organizations were represented at the National Flag Conference, and 45 additional organizations have since adopted the Code."

The procedure for the salute to the flag when the pledge of allegiance is given as set forth in the Flag Code is as follows:

Standing with the right hand over the heart, all repeat together the following pledge:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, indivisible, with liberty and justice for all."

## Germans Without Wagner

"Recent tests given young German prisoners in Canada show that, while they have high mechanical skill, they have little knowledge of cultural subjects and the social sciences. Furthermore, these young Germans have little or no initiative. They have to be told how to think, how to make their moral choices. Most of them never heard of Wagner. They have almost no knowledge of art, music and the many things which add to the finer side of living." — Dr. Eduard Lindeman, New York School of Social Work, who also warned that too much technology in the American high schools will "warp" our youth.

At the words "to the Flag," the hand is extended, palm upward, toward the Flag, and this position is held until the end, when the hand, after the words, "justice for all," drops to the side.

Civilian adults merely stand at attention, when the pledge is being given, men removing the head-dress. Persons in uniform should render the high hand salute.

## Bible Taught In Public Schools

According to the North Carolina Council of Churches, 55 communities provided for the teaching of Bible in the public schools during the past school year. "Indications are," that organization points out, "that many more names will be added to the list during 1942-43."

It is the general practice for a teacher of Bible, with certification qualifications the same as regular teachers, to be employed and paid for from other than public funds, and time for the class of students taking the course provided during the regular school hours.

Of the 55 communities named by the Council as having made this provision, 30 are in city units and 25 in county units. They are as follows:

City Units	
Asheville	Monroe
Burlington	Mooreville
Charlotte	Mt. Airy
Cherryville	Oxford
Clinton	Pilot Mountain
Durham	Raleigh
Elizabeth City	Red Springs
Fayetteville	Reidsville
Hickory	Rocky Mount
Kannapolis	Salisbury
Kings Mountain	Shelby
Kinston	Statesville
Laurinburg	Thomasville
Lenoir	Wilmington
Lexington	Winston-Salem

In County Units	
Antioch	Maxton
Ashley Heights	Mt. Ulla
Ashmont	New Bern, R.F.D
Berryhill	Rowland
Black Mountain	Sardis
Crossnore	Swannanoa
Dunn	Tarboro, R.F.D.
Derita	Tracy
Elkin	Troutmans
Haw Creek	Union Mills
Hemp	Waynesville
Marshville	Weaverville
Matthews	

## Hawfield Elected Superintendent Jackson Training School

S. G. Hawfield, State Director WPA Education Program and formerly Superintendent of the Cabarrus County public school system, was recently elected to head the Stonewall Jackson Training School, Concord, N. C., to succeed Charles E. Boger, who resigned on account of illness. Mr. Hawfield, born in Union County, attended Duke, Columbia, and the State university, having been awarded his



master's degree in education from the latter institution. He served as superintendent of the Cabarrus schools from 1927 to 1930, and was president of the North Carolina Education Association during the 1940-41 school year.

## New Superintendents For School Year 1942-43

Since the 1941-42 Education Directory was printed last October there have been several changes in superintendents. These are as follows:

*M. T. Lambeth*, principal of the High Point School, replaced *J. N. Hauss* at Thomasville, who retired this year.

*W. F. Mitchell*, was elected last spring as superintendent of Franklin County Schools to fill out the unexpired term of *W. R. Mills*, who died in office.

*B. E. Lohr* of Clinton succeeded *Joe P. Moore* as superintendent of the Lumberton City schools. Supt. *Moore* died this summer.

*Edwin R. Poole* replaced *J. F. Pugh* at Red Springs, who resigned to enter business.

*E. C. Sipe*, principal at Bath, was elected as superintendent of Clinton, but it appears that he will join the army. Succeeded by *Herbert L. Swain* of Chapel Hill.

*D. K. Pittman*, principal of the high school at Laurinburg, has been elected as superintendent to succeed *A. B. Gibson*, who has also been called into the Service.

*J. O. Sanderson*, principal of the Methodist Orphanage School of Raleigh, was elected last winter as superintendent of the Raleigh unit to succeed *Claude F. Gaddy*, who resigned to become Business Manager of Rex Hospital.

*J. A. Batson* succeeded *H. M. Lynch* as superintendent of the Fremont city unit.

## Two Publications Issued

During the past few months two new publications have been issued by the State Department of Public Instruction.

1. Publication No. 236, entitled "The North Carolina Twelve Year Public School Program", came out early in the spring and was distributed to county and city superintendents. This publication is a brief summary (24 pages) of grade placement suggestions and is based on the mimeograph edition of Publication No. 235, *A Suggested Twelve Year Program for the North Carolina Public Schools*. Publication No. 236 simply gives a general picture of the proposed program on a year by year basis.

2. Publication No. 240, *Farm Family Day Unit Program*. "This bulletin," according to its "Foreword," "was prepared as a guide for the agriculture and home economics teachers who will offer the day unit program on Farm Family Living to boys and girls enrolled in the eighth grade of the new twelve year program." This course

## American Education Week

The sponsors of American Education Week have revised a number of the daily topics for this year's celebration. The complete program is as follows:

*General Theme:*

Education for Free Men.

*Daily Topics:*

Sunday, Nov. 8 — Renews Our Faith

Monday, Nov. 9 — Serves Wartime Needs

Tuesday, Nov. 10 — Builds Strong Bodies

Wednesday, Nov. 11 — Develops Loyal Citizens

Thursday, Nov. 12 — Cultivates Knowledge and Skills

Friday, Nov. 13 — Established Sturdy Character

Saturday, Nov. 14 — Strengthens Morale for Victory

is to be given during the transition period from eleven to twelve grades.

## More Staff Members Enter War Service

*J. E. Cobb*, Associate in the Division of Instructional Service in place of *H. Arnold Perry* who has been on leave with the Twelve Year Program Study, was recently appointed Lieutenant (jg) in the U. S. Navy, and has reported to Northwestern University, Chicago for training for sea duty.

*Q. E. Mathis*, Assistant Supervisor of Trades and Industries in the Division of Vocational Education and a Reserve Officer of the Army, was called in July to report for duty at Miami, Florida.

*John T. Talton, Jr.*, Accountant in the Division of Finance and Statistics, was inducted into the Army at Fort Bragg on August 22.

*J. E. Miller*, Director, Division of Adult Education, was recently appointed a Lieutenant (jg) in the Navy, and will report for training in the near future.

## Child Health Conferences Held This Summer

Four child health conferences sponsored by the School Health Coordinating Service Division, the General Education Board and the International Health Division of the Rockefeller Foundation, have been held this summer at the following North Carolina institutions of higher learning: Bennett College, Woman's College, N. C. College for Negroes, and the University at Chapel Hill.

At these conferences teachers and administrators came together each day to study some phase of health. The course of study usually included community health problems, such as sanitation; control of communicable diseases; detection and correction of physical defects of school children; nutrition; mental hygiene; health instruction; physical education; and

community resources for health service agencies, such as county health departments, Red Cross, and the National Tuberculosis Association.

The conferences were well attended at each of the institutions: 36 at Bennett, 43 at Woman's College, 42 at the N. C. College for Negroes, and 46 at the University.

## Cumulative Records Installed In Schools

Since the North Carolina Cumulative Record System was first inaugurated in the spring of 1940, approximately 475,000 copies of the folder have been purchased for use in one or more schools in 79 county and 41 city administrative units. "In some instances," according to *S. Marion Justice*, Supervisor of Occupational Information and Guidance, "these records are beginning to be used as a basis for pupil guidance." "Frequently, however," he states "they are installed merely as another record without a careful study on the part of the faculty regarding their purpose and use. There still remains a big job of working with the schools having installed this record system, in learning how to put them to an intelligent use for guidance purposes."

## WPA Assisted In Installing Records

In order to assist counties and cities in the installation of cumulative records of the school children of the State, the WPA allotted \$110,000 during the past two years. During this period between August 1940 and July 1942 between 125,000 and 150,000 records were installed in the following units:

### County Units

Bladen	New Hanover
Buncombe	Northampton
Chatham	Pamlico
Clay	Robeson
Cleveland	Rockingham
Columbus	Rowan
Forsyth	Stanly
Gates	Sampson
Granville	Surry
Greene	Swain
Henderson	Transylvania
Iredell	Wake
Jackson	Watauga
Macon	Wayne
Mecklenburg	Wilkes
Mitchell	Wilson
Moore	Yancey

### City Units

Asheville	Sanford
Clinton	Oxford
Franklinton	Wilmington
Hendersonville	Wilson

## WPA Nursery School Program Available

Nursery schools are now available to school superintendents under a new Child Protection Program recently inaugurated by the

(Continued on page 16)



# STATE SCHOOL FACTS

## Expenditures for Operation of Plant

"Operation of Plant" is the term applied to school expenditures for the employment of janitors and other custodial employees, fuel, water, light, power, janitor's supplies, telephones other than superintendents' offices, and for other necessary supplies needed in operating the physical school plant, but not including upkeep and repairs.

As shown in the April number of this publication, a total expenditure of \$1,579,150.64 was made for items classified as "operation of plant" during the year 1939-40. This sum represented 4.9 per cent of the total current expense for that year.

For preceding years the percentages of current expense for this object (operation of plant) were as follows:

1938-39—4.8%	1934-35—5.3%
1937-38—4.7%	1933-34—5.5%
1936-37—4.9%	1932-33—5.5%
1935-36—5.0%	1931-32—5.8%

From these figures it is seen that the proportion of total current expense for the operation of plant is

slightly less in recent years as compared with the years of the financial depression.

Table I

The above statement is true despite the fact that the total expenditure for this object, as table I shows, has increased considerably since 1933-34. But since the total spent for such purposes has not yet reached the amount spent in 1929-30 or 1930-31, it is evident from the figures shown that the increase in expenditures for operation of plant items in recent years has not kept pace with the increase in current expense.

Then, too, it may be observed from this table that the per pupil expenditure is not yet as great since the depression as it was prior to that period. The average expenditure for the State as a whole was \$2.00 per pupil in average daily attendance. Considering races separately, it will be noted that the expenditure per pupil in 1939-40 for white pupils was about twice that

### I. EXPENDITURES FOR OPERATION OF PLANT

YEAR	TOTAL EXPENDITURE			PER PUPIL (in A.D.A.) EXPENSE		
	White	Negro	Total	White	Negro	Total
1927-28	\$1,461,539.49	\$ 196,920.76	\$1,658,460.25	\$ 3.18	\$ 1.09	\$ 2.59
1928-29	1,548,519.80	216,495.46	1,765,015.26	3.33	1.20	2.74
1929-30	1,573,708.81	227,637.34	1,801,346.15	3.23	1.22	2.68
1930-31	1,597,208.96	233,965.63	1,831,174.59	3.20	1.21	2.65
1931-32	1,207,149.66	180,439.45	1,387,589.11	2.34	.85	1.91
1932-33	1,124,140.84	177,620.98	1,301,761.82	2.11	.80	1.73
1933-34	868,397.15	132,054.35	1,000,451.50	1.65	.58	1.32
1934-35	868,643.76	142,424.18	1,011,067.94	1.62	.63	1.33
1935-36	1,011,060.30	174,882.83	1,185,943.13	1.88	.79	1.56

OPERATION OF PLANT IN CITY UNITS, 1939-40			SPENT PER PUPIL		
UNIT	White	Negro	Total	White	Negro
Alamance	1,279,317	2,064.65	\$ 14,857.82	\$ 2.23	\$ 1.09
Alexander	4,465.06	481.60	4,946.66	1.45	1.14
Allegany	1,517.49	30.00	1,547.49	.89	.41
Anson	4,952.90	621.56	5,574.46	2.31	1.24
Ashe	4,137.59	68.30	4,205.89	.80	.82
Avery	6,521.73	28.56	6,550.29	1.88	.55
Beaufort	5,121.32	1,314.76	6,436.08	1.58	.68
Bertie	6,645.29	1,682.72	8,328.01	2.63	.43
Bladen	7,134.27	1,139.74	8,274.01	1.94	.43
Brunswick	4,192.88	823.20	5,016.08	1.62	.53
Buncombe	33,717.19	869.90	34,587.09	2.66	1.49
Burke	8,982.91	64.32	9,047.23	1.96	.35
Cabarrus	8,468.25	279.79	8,748.04	1.78	.32
Caldwell	11,624.67	302.06	11,926.73	2.00	1.28
Camden	2,828.21	689.46	3,517.67	4.06	2.68
Carteret	7,245.92	1,118.90	8,364.82	2.16	1.39

for Negroes, the same proportion as was the case in 1927-28.

Tables II and III

These two tables show the total and average per pupil expenditures for the object of operation of plant in the county and city units during the school year 1939-40.

As these tables show, there was a wide variance among these units in the amounts expended for this purpose, and consequently the per pupil expenditure also varies widely. In the few instances where no expenditure for Negroes is given, there were no Negroes or very few (Yancey) enrolled in those units. The average spent per pupil in county units was \$1.67—\$2.01 in the case of white pupils and \$.77 in the case of Negroes. The range in expenditure for this object was from \$.79 in Macon to \$3.71 in New Hanover. For the white race the Asheville.

The range in city units was from \$.62 per pupil in Weldon to \$.48 in Asheville—white from \$.72 in Weldon to \$.93 in Wilson; Negro from \$.37 in Elm City to \$.40 in Asheville.

### II. EXPENDITURES FOR OPERATION OF PLANT IN COUNTY UNITS, 1939-40

UNIT	OPERATION OF PLANT			SPENT PER PUPIL		
	White	Negro	Total	White	Negro	Total
Alamance	\$ 12,793.17	\$ 2,064.65	\$ 14,857.82	\$ 2.23	\$ 1.09	\$ 1.94
Alexander	4,465.06	481.60	4,946.66	1.45	1.14	1.42
Allegany	1,517.49	30.00	1,547.49	.89	.41	.87
Anson	4,952.90	621.56	5,574.46	2.31	1.24	1.86
Ashe	4,137.59	68.30	4,205.89	.80	.82	.80
Avery	6,521.73	28.56	6,550.29	1.88	.55	1.86
Beaufort	5,121.32	1,314.76	6,436.08	1.58	.68	1.24
Bertie	6,645.29	1,682.72	8,328.01	2.63	.43	1.29
Bladen	7,134.27	1,139.74	8,274.01	1.94	.43	1.30
Brunswick	4,192.88	823.20	5,016.08	1.62	.53	1.21
Buncombe	33,717.19	869.90	34,587.09	2.66	1.49	2.61
Burke	8,982.91	64.32	9,047.23	1.96	.35	1.90
Cabarrus	8,468.25	279.79	8,748.04	1.78	.32	1.57
Caldwell	11,624.67	302.06	11,926.73	2.00	1.28	2.07
Camden	2,828.21	689.46	3,517.67	4.06	2.68	2.68
Carteret	7,245.92	1,118.90	8,364.82	2.16	1.39	2.01

OPERATION OF PLANT IN CITY UNITS, 1939-40			SPENT PER PUPIL		
UNIT	White	Negro	Total	White	Negro
Alamance	12,793.17	2,064.65	14,857.82	2.23	1.09
Alexander	4,465.06	481.60	4,946.66	1.45	1.14
Allegany	1,517.49	30.00	1,547.49	.89	.41
Anson	4,952.90	621.56	5,574.46	2.31	1.24
Ashe	4,137.59	68.30	4,205.89	.80	.82
Avery	6,521.73	28.56	6,550.29	1.88	.55
Beaufort	5,121.32	1,314.76	6,436.08	1.58	.68
Bertie	6,645.29	1,682.72	8,328.01	2.63	.43
Bladen	7,134.27	1,139.74	8,274.01	1.94	.43
Brunswick	4,192.88	823.20	5,016.08	1.62	.53
Buncombe	33,717.19	869.90	34,587.09	2.66	1.49
Burke	8,982.91	64.32	9,047.23	1.96	.35
Cabarrus	8,468.25	279.79	8,748.04	1.78	.32
Caldwell	11,624.67	302.06	11,926.73	2.00	1.28
Camden	2,828.21	689.46	3,517.67	4.06	2.68
Carteret	7,245.92	1,118.90	8,364.82	2.16	1.39

range was from \$.80 per pupil in Macon to \$.416 in New Hanover. For Negroes this expenditure ranged on a pupil basis from \$.19 in Rutherford to \$.351 in Surry.

On the whole, as table III shows, a larger expenditure per pupil was made in city units than in county units. The average for all city units was \$2.87 as compared with \$1.67 in county units. In white schools the average in city units was \$3.26, whereas in county units it was \$2.01 per pupil for the year. For Negro schools in city units an average of \$2.02 was spent per pupil in average daily attendance, whereas only \$.77 per pupil was spent in county units.

The range in city units was from \$.62 per pupil in Weldon to \$.48 in Asheville—white from \$.72 in Weldon to \$.93 in Wilson; Negro from \$.37 in Elm City to \$.40 in Asheville.



### III. EXPENDITURES FOR OPERATION OF PLANT IN CITY UNITS, 1939-40

UNIT	OPERATION OF PLANT				SPENT PER PUPIL	
	White	Negro	Total		White	Negro
Albamarle.....	\$ 8,728.14	\$ .....	\$ 8,728.14	\$ 4.20	\$ 4.20	\$ .....
Andrews.....	2,017.48	496.92	2,514.40	1.88	1.88	1.43
Asheboro.....	2,954.90	9,644.93	12,599.83	1.98	1.98	4.09
Asheville.....	32,567.58	2,433.27	35,000.85	6.10	6.10	2.55
Burlington.....	10,539.45	96.00	10,635.45	3.01	3.01	4.99
Canton.....	3,321.89	1,297.09	4,618.98	1.98	1.98	1.57
Chapel Hill.....	44,334.61	14,006.24	58,340.85	4.26	4.26	2.68
Charlotte.....	2,324.45	532.43	2,856.88	3.89	3.89	2.82
Cherryville.....	2,190.93	687.10	2,878.03	2.34	2.34	1.87
Cinton.....	4,653.70	993.97	5,647.67	2.59	2.59	1.98
Concord.....	30,383.75	12,963.41	43,347.16	1.98	1.98	1.33
Durham.....	1,536.96	1,424.32	2,961.28	4.81	4.81	2.95
Elizabeth City.....	3,211.70	2,289.95	5,501.65	1.93	1.93	1.45
Elm City.....	1,520.87	217.64	1,738.51	2.40	2.40	2.01
Enfield.....	1,151.55	582.76	1,734.31	1.93	1.93	1.37
Fairmont.....	2,492.58	621.88	3,114.46	2.94	2.94	1.54
Fayetteville.....	5,990.49	3,016.75	9,007.24	3.14	3.14	2.07
Franklinton.....	2,041.06	547.15	2,588.21	3.25	3.25	2.68
Fremont.....	973.63	297.88	1,271.51	2.71	2.71	1.90
Gastonia.....	10,253.65	1,106.25	11,359.90	2.71	2.71	1.46
Glen Alpine.....	1,284.53	145.50	1,430.03	1.63	1.63	1.23
Goldboro.....	6,559.79	3,759.86	10,319.65	1.63	1.63	1.41
Greensboro.....	26,935.58	11,270.03	38,205.61	3.08	3.08	2.50
Greenville.....	4,115.49	2,084.29	6,199.78	4.16	4.16	3.76
Hamlet.....	2,791.17	978.22	3,769.39	2.56	2.56	1.57
Henderson.....	6,149.25	1,591.20	7,740.45	2.23	2.23	1.19
Hendersonville.....	3,957.92	104.40	4,062.32	3.97	3.97	1.20
Hickory.....	8,564.09	892.77	9,456.86	2.54	2.54	3.19
High Point.....	14,114.19	2,811.03	16,925.22	2.28	2.28	1.41
Kannapolis.....	6,539.39	670.86	7,210.25	1.69	1.69	1.25
Kings Mountain.....	3,192.10	464.54	3,656.64	2.44	2.44	1.67
Kinston.....	4,794.62	2,687.91	7,482.53	2.89	2.89	1.94
Laurinburg.....	2,735.43	541.71	3,277.14	2.48	2.48	1.70
Leaksville.....	8,982.36	1,570.94	10,553.30	3.93	3.93	2.17
Lenoir.....	6,549.33	388.43	6,937.76	2.50	2.50	2.29
Lexington.....	3,308.21	451.60	3,759.81	2.82	2.82	2.47
Linton.....	3,616.85	550.00	4,166.85	3.16	3.16	1.88
Lumberton.....	1,559.43	317.25	1,876.68	2.60	2.60	1.91
Madison.....	4,179.89	140.00	4,319.89	2.67	2.67	2.61
Marion.....	2,210.54	94.38	2,304.92	2.56	2.56	2.34
Mooreville.....	3,597.84	359.14	3,956.98	2.65	2.65	1.72
Morganton.....	4,897.14	653.50	5,550.64	2.95	2.95	1.44
Morven.....	1,005.21	325.04	1,330.25	2.39	2.39	2.19
Mount Airy.....	4,873.31	101.95	4,975.26	1.35	1.35	1.29
Murphy.....	1,606.76	1,606.76	3,213.52	2.35	2.35	2.74
New Bern.....	4,175.24	2,778.82	6,954.06	3.07	3.07	2.11
Newman.....	3,487.71	232.51	3,720.22	2.44	2.44	1.79
N. Wilkesboro.....	2,306.75	119.71	2,426.46	2.69	2.69	1.74
Oxford.....	2,287.92	1,545.33	3,833.25	1.74	1.74	1.82
Pinehurst.....	1,397.35	220.74	1,618.09	3.75	3.75	2.56
Raleigh.....	23,881.26	8,068.85	31,950.11	4.65	4.65	2.69
Red Springs.....	1,268.57	812.59	2,081.16	3.06	3.06	2.10
Redsville.....	5,985.64	2,538.86	8,524.50	3.40	3.40	2.21
Roanoke Rapids.....	8,285.06	508.46	8,793.52	3.47	3.47	2.97
Rockingham.....	7,776.60	595.24	8,371.84	1.76	1.76	1.44
Rocky Mount.....	2,459.52	595.24	3,054.76	4.48	4.48	2.85
Salisbury.....	11,964.88	9,040.23	20,005.11	3.97	3.97	1.97
Sanford.....	2,433.65	3,089.97	5,523.62	1.96	1.96	1.33
Shelby.....	5,972.42	1,102.52	7,074.94	2.53	2.53	1.78
Southern Pines.....	3,165.98	1,392.28	4,558.26	6.15	6.15	2.59
Statesville.....	4,341.36	750.04	5,091.40	2.10	2.10	1.04
Tarboro.....	2,736.76	1,283.80	4,020.56	2.30	2.30	1.82
Thomasville.....	5,289.99	1,084.47	6,374.46	2.39	2.39	2.17
Tryon-Saluda.....	2,098.19	180.73	2,278.92	2.29	2.29	1.88
Wadesboro.....	4,305.91	689.14	5,095.05	4.19	4.19	2.95
Washington.....	1,229.45	598.86	1,828.31	2.38	2.38	1.15
Weldon.....	1,583.69	998.86	2,582.55	7.72	7.72	5.0
Wilson.....	6,155.83	3,143.16	9,298.99	9.43	9.43	2.48
Winston-Salem.....	45,403.60	16,896.40	62,300.00	5.44	5.44	2.92
Total.....	\$ 486,866.64	\$ 142,915.97	\$ 629,782.61	\$ 3.26	\$ 3.26	\$ 2.02

\*Very few Negroes, but no expenditures.

\*Very few Negroes, but no expenditures.

City.....	1,465.74	12.00	1,477.74	1.14	1.14	1.14
Cleveland.....	10,597.81	2,050.00	12,647.81	1.62	1.62	1.62
Columbus.....	14,924.08	1,814.43	16,738.51	2.11	2.11	1.56
Craven.....	7,037.33	502.04	7,539.37	2.88	2.88	1.66
Cumberland.....	10,919.55	1,652.36	12,571.91	2.23	2.23	1.66
Curtis.....	2,475.25	76.30	2,551.55	2.72	2.72	1.96
Dare.....	12,688.14	123.75	12,811.89	1.95	1.95	1.88
Davidson.....	4,847.57	469.28	5,316.85	1.81	1.81	1.81
Davie.....	11,402.88	2,017.13	13,420.01	2.03	2.03	1.81
Durham.....	10,970.78	12,813.06	23,783.84	2.73	2.73	2.56
Durham.....	6,161.12	2,382.93	8,544.05	2.37	2.37	1.39
Edgecombe.....	15,515.60	760.47	16,276.07	1.64	1.64	1.52
Forsyth.....	8,046.99	1,283.73	9,330.72	2.25	2.25	1.45
Franklin.....	19,223.38	2,404.25	21,627.63	1.76	1.76	1.67
Gaston.....	3,407.31	830.70	4,238.01	2.92	2.92	1.83
Gates.....	5,006.27	906.97	5,913.24	2.18	2.18	1.47
Granville.....	4,980.99	1,791.53	6,772.52	1.85	1.85	1.37
Greene.....	25,647.92	2,899.98	28,547.90	1.43	1.43	2.11
Gulford.....	4,011.58	4,180.12	8,191.70	2.14	2.14	1.13
Hallux.....	15,888.00	2,998.20	18,886.20	2.12	2.12	1.78
Hartnett.....	9,518.49	52.65	9,571.14	1.82	1.82	1.81
Haywood.....	9,802.00	106.52	9,908.52	2.35	2.35	1.81
Henderson.....	4,425.96	2,156.05	6,582.01	2.83	2.83	1.40
Hertford.....	2,375.37	980.05	3,355.42	1.89	1.89	1.40
Hyde.....	11,302.44	619.50	11,921.94	2.16	2.16	1.47
Iredell.....	669.38	97.75	767.13	1.99	1.99	1.53
Jackson.....	4,852.17	97.75	4,949.92	1.27	1.27	1.24
Johnston.....	21,583.84	4,379.25	25,963.09	1.86	1.86	1.72
Jones.....	2,946.76	596.48	3,543.24	2.03	2.03	1.17
Lee.....	3,258.18	1,202.53	4,460.71	2.03	2.03	1.88
Lenoir.....	7,003.91	1,024.61	8,028.52	2.14	2.14	1.48
Lincoln.....	5,300.71	333.50	5,634.21	1.54	1.54	1.41
Madison.....	2,516.21	71.00	2,587.21	1.80	1.80	1.29
Madison.....	6,876.74	30.00	6,906.74	1.37	1.37	1.36
Martin.....	8,117.06	2,792.51	10,909.57	1.70	1.70	1.79
McDowell.....	4,740.32	1,216.00	5,956.32	1.80	1.80	1.73
Mecklenburg.....	19,185.91	3,754.02	22,939.93	2.19	2.19	1.10
Mitchell.....	4,819.75	1,852.22	6,671.97	1.49	1.49	1.49
Montgomery.....	10,165.91	1,821.89	11,987.80	3.18	3.18	1.45
Moore.....	8,698.84	1,181.89	9,880.73	2.24	2.24	1.78
Nash.....	10,938.76	3,348.67	14,287.43	1.89	1.89	1.50
New Hanover.....	25,060.55	9,221.71	34,282.26	4.16	4.16	3.71
New Hope.....	6,312.49	2,692.43	9,004.92	2.66	2.66	1.34
Newington.....	5,408.04	216.00	5,624.04	1.77	1.77	1.32
Orange.....	6,876.00	1,011.08	7,887.08	2.78	2.78	2.08
Pamlico.....	2,303.91	576.12	2,880.03	3.00	3.00	1.91
Pasquotank.....	6,120.56	928.05	7,048.61	2.80	2.80	1.59
Pender.....	2,247.40	1,213.19	3,460.59	2.33	2.33	1.64
Perquimans.....	8,451.55	1,163.10	9,614.65	2.22	2.22	1.59
Pitt.....	13,140.51	4,117.45	17,257.96	2.22	2.22	1.83
Polk.....	2,848.74	105.87	2,954.61	1.79	1.79	1.66
Randolph.....	10,928.23	137.73	11,065.96	1.58	1.58	1.47
Richmond.....	6,324.50	675.07	6,999.57	2.16	2.16	1.49
Robeson.....	14,223.23	4,170.60	18,393.83	1.45	1.45	1.27
Rockingham.....	9,433.18	619.07	10,052.25	2.20	2.20	1.80
Rowan.....	17,697.97	3,290.00	20,987.97	2.19	2.19	1.55
Rutherford.....	17,193.46	281.70	17,475.16	1.89	1.89	1.65
Sampson.....	10,403.42	1,376.24	11,779.66	1.63	1.63	1.44
Scotland.....	3,355.09	852.00	4,207.09	2.86	2.86	1.36
Stallings.....	11,218.35	1,930.02	13,148.37	2.41	2.41	1.95
Stokes.....	7,385.84	242.42	7,628.26	1.55	1.55	1.46
Surry.....	13,877.77	1,242.00	15,119.77	1.75	1.75	1.83
Swain.....	4,496.58	31.00	4,527.58	1.84	1.84	1.91
Tennessee.....	3,627.11	113.98	3,741.09	1.71	1.71	1.65
Tyrrell.....	1,566.94	317.09	1,884.03	2.28	2.28	1.53
Union.....	12,662.14	760.33	13,422.47	1.88	1.88	1.62
Vance.....	5,116.56	615.00	5,731.56	3.22	3.22	1.82
Wake.....	19,596.72	6,666.91	26,263.63	2.38	2.38	1.88
Warren.....	4,701.57	2,288.40	6,989.97	2.02	2.02	1.54
Washington.....	4,421.35	613.22	5,034.57	2.92	2.92	1.60
Wayne.....	7,276.42	29.86	7,306.28	1.88	1.88	1.86
Watauga.....	13,886.32	2,473.77	16,360.09	2.86	2.86	2.18
Wilkes.....	8,572.37	568.27	9,140.64	1.14	1.14	1.00
Wilson.....	8,339.04	1,008.73	9,347.77	2.41	2.41	1.74
Yadkin.....	6,513.19	193.10	6,706.29	1.51	1.51	1.76
Yancey.....	3,770.36	*	3,770.36	.93	.93	.92
Total.....	\$ 825,833.88	\$ 123,534.15	\$ 949,368.03	\$ 2.01	\$ 2.01	\$ 1.67

\*Very few Negroes, but no expenditures.



**ADDITIONAL STATE ADOPTED HIGH SCHOOL TEXTBOOKS, 1942-43  
GRADES 9-12**

*(These books are in addition to the list printed in the high school register)*

**BASAL:**

Grade	Text and Publisher	Retail Price
9	Applying Good English (Macmillan).....	\$1.03
9	Health and Human Welfare (Lyons).....	1.30

**SUPPLEMENTARY:**

	<b>I. Mathematics (*1947)</b>	
9	Mathematics in Life (World).....	1.14
	<b>IV. Vocational Agriculture (1947)</b>	
9-12	Swine Production in the South (Interstate).....	1.69
9-12	Livestock Management (Lippincott).....	1.725
9-12	Poultry Science and Practice (Lippincott).....	3.45
9-12	Horticulture Enterprises (Lippincott).....	1.725
9-12	Production of Field Crops (McGraw).....	
9-12	Farm Shop Practices (McGraw).....	
9-12	Dairy Cattle, 3rd ed. (Wiley).....	2.16
9-12	Growing Trees and Small Fruits (Wiley).....	2.37
9-12	Farm Management and Marketing (Wiley).....	2.37
	<b>VI. Industrial Arts (Ia) and Trades and Industries (Ti) (1947)</b>	
	<b>1. Aircraft</b>	
Ia or Ti	Aircraft Sheet Metal Work (McGraw).....	
Ia	Elements of Aeronautics (World).....	2.52
	<b>2. Automobile Mechanics</b>	
Ti	Automotive Service, Vol. I (Bruce).....	3.22
Ti	Automotive Service, Vol. II (Bruce).....	3.45
	<b>3. Bricklaying</b>	
Ti	Practical Bricklaying (McGraw).....	
	<b>4. Drawing</b>	
Ia or Ti	Mechanical Drawing (McGraw).....	
Ia	Applied Drawing & Design (McCormick).....	1.79
Ia or Ti	Architectural Drawing for High Schools (Bruce).....	2.53
Ia	Introduction to Applied Drawing (McCormick).....	.41
Ti	Blueprint Reading for Machine Trades (McGraw).....	
	<b>5. Electricity</b>	
Ia	General Shop Electricity (McKnight).....	.69
Ti	Practical Electricity (McGraw).....	
	<b>6. Forging and Welding</b>	
Ia or Ti	Units in Forging and Welding (McCormick).....	.41
Ia or Ti	Gas and A. C. Arc Welding and Cutting (McKnight).....	.62
	<b>7. Mathematics</b>	
Ti	Shop Mathematics (Macmillan).....	2.41
Ti	Carpentry Mathematics (McGraw).....	
Ti	Machine Shop Mathematics (McGraw).....	
	<b>8. Metal Work</b>	
Ti	Machine Tool Operation, Vol. I (McGraw).....	
Ti	Machine Tool Operation, Vol. II (McGraw).....	
Ia or Ti	Shop Theory (McGraw).....	
Ia or Ti	Units in the Machining of Metal (McGraw).....	
Ia	Metalwork Essentials (Bruce).....	1.61
Ia	Units in Bench Metal Work (McCormick).....	.41
Ti	Sheet Metal Pattern Drafting (Manual Arts).....	1.62
Ia	Unit in Sheet Metal Work (McCormick).....	.41
Ia	Units in Etching, Spinning, Raising and Tooling Metal (McCormick).....	.41
Ia	Metal Crafts (Macmillan).....	1.03
Ia	Units in Patternmaking and Founding (McCormick).....	.48
	<b>9. Printing and Bookbinding</b>	
Ia	The Practice of Printing (Manual Arts).....	1.66
Ia	The Graphic Arts (Macmillan).....	1.13
Ia	General Bookbinding (McKnight).....	.86
	<b>10. Woodworking</b>	
Ia or Ti	Principles of Woodworking (Bruce).....	1.52
Ia or Ti	Information and Operation Units in Machine Woodworking (McCormick).....	.97
Ia	Wood Finishing (Manual Arts).....	1.29
Ia	Essentials of Upholstering (Bruce).....	1.52
Ia	Wood Pattern Making (McGraw).....	
	<b>VII. Music (1947)</b>	
9-12	Basic Songs for Male Voices (American).....	1.29
9	Music, The Universal Language (Silver).....	1.66
	<b>X. Health (1947)</b>	
9	Adventures in Growing Up (American).....	1.32
10-12	Health and Achievement (Ginn).....	1.59
9	Your Health (Harcourt).....	1.48
9	Be Healthy (Lippincott).....	1.32
10-12	Healthful Living (Macmillan).....	1.55
9	Health in a Power Age (Macmillan).....	1.03
	<b>XII. English (1947)</b>	
	<b>1. Reading</b>	
9	Rewards (Houghton).....	1.38
9	Practices in Reading and Thinking (Macmillan).....	1.38
10-12	Problems in Reading and Thinking (Macmillan).....	1.72
	<b>2. Dictionaries</b>	
9-12	Thorndike Century Senior Dictionary (Scott).....	2.35

\*Year contract expires.

## Teachers Retire Under New Law

Taking advantage of the law enacted by the General Assembly of 1941 setting up the Teachers' and State Employees' Retirement System, a total of 213 teachers retired beginning with the current school year and as a consequence received their first monthly retirement allowance in August. Under the law a member may retire at the age of 60 years and receive the benefits accrued to his credit. A person 65 years old shall be retired unless his employer requests him to remain in service.

The following members retired as of July 1, 1942:

*Alamance:* Mrs. W. J. Graham.  
*Burlington:* Mrs. Ella Andrews Holt.

*Bertie:* Lucy J. Gilliam Mitchell; Selena C. Cherry; Mrs. W. M. Peele; William E. Bennett; and Mollie P. Holley.

*Bladen:* Maggie S. Murphy.  
*Buncombe:* Jane Carolina Sullivan; Attie Reynolds; Effie Garrison; John M. James; A. C. Reynolds; Herbert Ingle; Jessie Stockard; Mrs. J. P. Ashley; F. A. Penland; Margaret L. Gibson; Regina Etta Fortune.

*Asheville:* Susan C. Dukes; and Rachel S. Battle.

*Burke:* Martin C. Carson.  
*Morganton:* Janie S. Pearson; and Mrs. Lilla Walton.

*Cabarrus:* Frances L. Hill.  
*Concord:* Mary Lewis Harris Reed; and Mary M. Fetzer.

*Caldwell:* Clara Greer; Mary Chester; A. F. Sharpe; T. W. Roberts; J. H. Isbell; E. G. Suttlemyre; and Mrs. W. H. Sherrill.

*Caswell:* Mrs. John C. Gibbs.  
*Chatham:* F. T. Husband; Tamar Virginia Crump; and C. W. Powell.  
*Cherokee:* J. H. Moody; and A. L. Martin.

*Edenton:* Lulie Kipps Sumner.

*Cleveland:* Edna Dickson.  
*Kings Mountain:* Mrs. Eliza T. Tribble.

*Shelby:* Mrs. Kimmie Falls; Mary Handy; Buena Bostic; and Mrs. G. P. Hamrick.

*Cumberland:* Margaret McGeachy; Mary McArthur; and Henrietta Holmes.

*Fayetteville:* Margaret Whitehead; Effie Johnson Newton; and Edward Evans.

*Dare:* Thomas Haywood Sledge.

*Lexington:* Ida Hedrick Conrad.

*Thomasville:* John Nelson Hauss; and Thomas B. Gardner.

*Davie:* Mrs. Z. N. Anderson; and Margaret R. Bell.

*Duplin:* J. V. Highsmith; and John W. Davis.

*Durham:* Maggie E. Holloway; Corinna C. Warren; Mrs. S. G. Lindsay; William Gaston Pearson; and Henry Martin Faucette.

*Tarboro:* Loulie Bridgers.

*Forsyth:* Mrs. Frances C. Conrad; Mrs. Mabel B. Byerly; and William Seaton Snipes.

*Winston-Salem:* John W. Paisley; Frank J. Patterson; Louise Pfoff; Hattie L. Christian; and Tom Foote.



*Franklin:* Euralee C. Smith; and James I. McKnight.

*Gates:* Mrs. Clara B. Drew; and Mrs. Carlee M. Berry.

*Granville:* William Blackwell; Ethel Marsh Holmes; and Mrs. S. F. Hunt.

*Oxford:* Maggie A. Tucker; Mrs. Mollie Peace; and Jeannette Biggs.

*Greene:* J. B. Henson.

*Guilford:* Mrs. Lettie F. Smith; Mrs. J. C. Norman; and Mary Stanley.

*Greensboro:* Ella Luvenia Holmes; Miss Hunter Irvin; Willie Emma Greene; Johnsie Coit; Henri Etta Lee; Mrs. John J. McSorley; Willie T. Hall; and Annie E. Johnson.

*High Point:* Carrie S. Lowe; Emma Blair; and Ada Blair.

*Halifax:* Melissa E. Smith; Mollie Collins; Fannie W. Hunter; Hattie Mayo; Callie Geneva Smith; Lucy Petway; and N. L. Smith.

*Harnett:* B. P. Gentry; Mrs. Carrie B. McKay; Henry M. Stuart; Owen Odum; and Mollie Theola Harton.

*Hendersonville:* Connie Morrow.

*Iredell:* T. B. Wetmore.

*Johnston:* Mrs. D. T. Lunceford.

*Jones:* Mrs. Annie C. Hughes.

*Lee:* Margaret Shaw.

*Sanford:* Addie St. Clair.

*Kinston:* Mrs. J. Hyman Mewborn.

*Lincoln:* Mrs. Ina M. Beam; Bettie Coon; Mrs. D. P. Waters; Mary Alice Donnell.

*Martin:* Hester A. Haughton; Leona Moore; Lucy R. J. Burnette; and Edna B. Andrews.

*Marion:* Ellen J. Crawford.

*Mecklenburg:* Julia Johnston; C. E. Graham; William H. Davidson; David Espie Alexander; and Jessie H. Overy.

*Charlotte:* Mrs. Julia B. Stinson; Fannie Moore; Mary L. Ivie; and Hannah G. Stewart.

*Moore:* E. May Stuart; and Mamie Arnold.

*Nash:* Sallie M. Arrington; and Minnie Garrett Gray.

*Rocky Mount:* Martha E. Darden.

*Northampton:* Zero Harris; Minnie L. Taylor; and Armitie P. Johnson.

*Onslow:* Hosea Brown; Eliza B. Stanford; and Mary L. Newby.

*Orange:* Alice Hughes.

*Pender:* Mrs. Estelle E. Taylor; Cicero Franklin Pope; Mrs. Gertrude R. Galloway; and Mattie Tolbert.

*Person:* Mrs. J. A. Beam; Mrs. Flossie Humphrey; O. W. Hawkins; Mrs. Charlotte L. Webb; and Ophelia Beatrice King.

*Pitt:* Winnie F. Godette.

*Randolph:* Mrs. Nannie D. Albright.

*Robeson:* Mrs. Annette G. Carpenter; Mary S. McGoogan; and Mrs. Maggie L. Brewington.

*Fairmont:* R. L. Pittman.

*Leaksville:* Mrs. Mamie B. Hopper.

## Teachers Meeting Over the Air

On Monday, September 28 from 6:30 to 7 P.M., "A National Teachers Meeting" will be broadcast by the National Broadcast Company.

According to advance notice: "This is the first nationwide Teachers' Meeting broadcast ever attempted by radio. It is sponsored by the Educational Policies Commission, in cooperation with the National Education Association and the American Association of School Administrators. This Teachers' Meeting by radio is an effort and an understanding of national problems among the teachers of the United States. The faculties of every school in the nation, the staff of school systems and members of local Teachers' Organizations will participate in the broadcast as listening groups in their own communities. All local Teachers' Groups are being advised to plan special meetings at the time of the broadcast and to continue the discussion presented by radio within their own groups after the broadcast has ended."

*Rowan:* Sue E. Reese; Neely Thomas Smoot.

*Salisbury:* Adeline Curry Jones.

*Rutherford:* Florence Mills.

*Stokes:* William Y. Davenport.

*Surry:* Elizabeth C. Geiger; and Sallie Thomasson.

*Mount Airy:* Mrs. Oro E. Jones; and Sarah E. Merritt.

*Transylvania:* Mrs. Francis P. Sledge; Samuel Phillips Verner; T. C. Henderson; and Mrs. Hattie B. Verner.

*Monroe:* Mrs. W. E. Marsh; and Mary Simpson.

*Vance:* James H. Faulkner.

*Henderson:* Mrs. James Y. Paris.

*Wake:* M. B. Dry; Antoinette C. Massenburg; W. T. Apple; George Monroe Beavers; and J. W. Meadows.

*Raleigh:* Carrie Hudgins Garren; Ellen Hinton; Lizzie Z. Terrell; Mary Bates Sherwood; Ida Madora Mitchell; and Mrs. J. M. Barbee.

*Watauga:* Eula Todd.

*Wayne:* Ardelia D. Bizzell; Annie B. Hughes; Mrs. Georgia McKay; Mrs. Annie E. Forte; and Alice H. Flowers.

*Goldsboro:* Julia Augusta Croom; William Arrington; Leila M. Cobb; and Emma L. McDougald.

*Wilkes:* Cora McNeill; Mattie Elizabeth Sale.

*Wilson:* Mrs. Frances Crawford; and Fannie Perry.

*Elm City:* Lucy Edwards; and Wiley Lathan.

*Wilson:* Eulalie Cox.

*Yancey:* William O. Griffith; Isaac T. Bailey; and Joseph S. Young.

## Where Are They Now

Note—This is a new column for this publication. It is personal and its continuance is dependent upon you. It is desired here to have the names, addresses and present positions of anyone having been employed in the public schools. Here's the first list:

*Hawfield, S. G.*, formerly county superintendent of Cabarrus County, has recently been elected to head the Stonewall Jackson Manual and Industrial Training School, Concord, N. C.

*Proctor, A. M.*, formerly county superintendent of Wayne County, is now Professor of Education, Duke University, Durham.

*Wright, M. L.*, formerly superintendent of Chowan and Carteret counties, is now with the East Carolina Teachers College, Greenville, as Director of the Department of Sociology and Economics.

*Terrell, M. C.*, formerly superintendent of Alamance County, is with the Encyclopedia Britannica with headquarters in Raleigh.

*Fitzgerald, R. G.*, formerly superintendent of Harnett and Pitt counties, is now a Director of the Silver, Burdett and Co., textbook publishers. He lives at Candor, N. C.

*Camp, Cordelia*, formerly supervisor of Forsyth County, is now Associate Professor of Education, Western Carolina Teachers College, Cullowhee.

*Phillips, G. B.*, formerly superintendent of the Greensboro City schools, is now Professor of Education at the University of North Carolina, Chapel Hill.

*McIntosh, John W.*, formerly superintendent of Caldwell County, is now with the Unemployment Compensation Commission, Raleigh.

*Gwynn, P. H. Jr.*, formerly superintendent of the Reidsville school, is now Professor of Education at Davidson College, Davidson.

*Teague, C. E.*, formerly superintendent of Sanford and Lee County, is now Assistant Controller of the Woman's College of the University, Greensboro, N. C.

*Carr, Leo*, formerly principal of the Teachey School, Duplin County, is now Judge of the Superior Court for the Tenth District. He lives at Burlington, N. C.

*Memory, Jasper L.*, formerly Assistant Inspector of High Schools, State Department of Public Instruction, is now Professor of Education, Wake Forest College, Wake Forest.

*Johnston, Mrs. T. E.*, formerly Supervisor of Teacher Training of the State Department of Public Instruction, is now Assistant Professor of Education, Catawba College, Salisbury.

*Coltrane, E. J.*, formerly superintendent of Roanoke Rapids city schools, is now president of Brevard College, Brevard, N. C.



# Rules and Regulations Governing Retirement Issued

The following rules and regulations which were recently adopted by the Teachers' and State Employees' Retirement System were furnished to all superintendents last month by the Secretary of the Retirement System:

## *1. Employers' contributions by School Administrative Units:*

In the case of *Bridges vs. Charlotte*, the Supreme Court affirmed the decision of the lower Court which had ruled that employers' contributions to the Retirement System were legal and constitutional and further ruled that a tax could be levied for the purpose of providing the employers' contributions without a vote of the people. Of course, the Retirement System is not concerned with the source from which the employers' contributions are obtained. The only thing mandatory upon a Unit is that the Unit provide the employers' contributions for local paid employees on the basis of the State Salary Schedule and Term and any additional contribution is optional with the Board of Education and the tax levying authorities. Of course, if the Administrative Unit participated on the supplementary salary and the salary for the ninth month during the past school year 1941-42, the Unit would be required to continue participation on this basis and teachers in those Units will receive full credit for prior service on the basis of the supplementary salaries they have received in the past. If a Unit which did not participate during the past school year 1941-42, now desires to begin participation on the supplementary salaries, that is permissible but the teachers will not get any credit for prior service on the supplementary salaries. However, the teachers' retirement allowance would be increased inasmuch as 4 per cent would then be deducted from the teachers' supplementary salaries which would in turn be matched by the State if the persons retired.

## *2. Transferring from one School Unit to another Unit:*

As stated in a previous Memorandum, all persons who have resigned their positions are eligible to request a refund of their accumulated contributions even though they plan to teach in a different Administrative Unit during the coming year or future years. However, if they do this, they immediately forfeit their prior service and will be required to become a member of the Retirement System again in the new Administrative Unit without credit for prior service. However, a person who signed a non-election blank and transfers to a different Administrative Unit during the coming school year 1942-43 will

still retain his or her status as a non-member of the Retirement System provided the person does not miss any part of the regular school term 1942-43. In other words, a teacher who signed a non-election blank in one Unit during 1941-42 and transfers to another Unit at the beginning of the term 1942-43 would retain his or her status as a non-member but if that person does not begin teaching again in a different Unit until after the beginning of the regular term, he or she will be required to become a member of the Retirement System, since there will have been a break in service which will have cancelled the former status of the person.

## *3. Reporting employment of new employees:*

It is absolutely essential that we have a list of all new teachers and employees employed in each Administrative Unit or State Institution and it is necessary that these new employees be listed on our form 113 which has a place for showing the Administrative Unit or State Institution in which they were employed previous to the time of being employed with the Administrative Unit or State Institution in which they are now working. We need this information inasmuch as we will need to transfer the employees' accumulated contributions from the Unit or Institution in which they were previously employed to the Unit in which they are now employed. Each member of the Retirement System has an Active Register number and it is our intention to notify the employer of the numbers assigned to each of his employees some time during the current fiscal year and we do not see how we will be able to avoid requesting the Active Register number to be placed on the payroll opposite each person, if we are to be sure we are posting the deductions each month to the proper person since we are dealing with approximately 48,000 individual accounts. A small supply of our form 113 is herewith enclosed and if this is not sufficient, we will be glad to send additional forms as requested.

## *4. Resignations of employees:*

We also wish to call your attention to our form 112 which should be executed by all School Administrative Units covering each person who has resigned and in setting up our records for the coming school year, we will assume that each person on the payroll during the past school year 1941-42 for whom we have not received a form 112, will be employed in the same Administrative Unit as last year. We are also enclosing a small supply of form 112 and will be glad to send additional forms as needed.

## *5. Status of retired members:*

Any person who has been retired with service retirement benefits can engage in any employment desired as long as the member's employer is not covered by the Retirement Act. In other words, teachers and State employees can secure any kind of a position they are able to find so long as the person is not paid from State funds or a County or City Board of Education. The Attorney General has ruled that *retired teachers can engage in substitute teaching provided the retired teacher is paid by the teacher who is temporarily out of service and not by the School Board*. In other words, a person who has reached retirement age and retired has earned a retirement allowance and it is there for them as long as they live and it must be remembered that it is not a dole but something which the person has earned for a period of service which has been rendered.

The Heads of each Department and Institution and the Superintendents of Schools of each Unit in which a person has retired, have all received copies of the date the employees' retirement became effective and also notice of the amount of their annual allowance. It is, therefore, requested that the Heads of State Departments and Institutions and school Superintendents keep us as nearly informed as possible as to the status of the retired members. We especially would like to be notified immediately in case any of the retired members die so that we can pro rate the last check that is issued to them.

## *6. Application for retirement:*

Your attention is again called to the fact that a teacher or State employee is required, under the law, to be "in service" at the time the application for retirement is executed. The Attorney General has ruled that in the case of a school teacher who taught during the past year 1941-42 and her contract was continued and has not as yet been terminated, the teacher is considered as being "in service" even though she may not be actually teaching or on the payroll. Furthermore, the date selected for retirement cannot be less than 30 days nor more than 90 days subsequent to the filing of the application. It is, therefore, suggested that, if possible, all retirement dates selected be as of the beginning of a calendar or school month. For example, if a person executes his application for retirement on August 15, the earliest date his retirement could be effective would be September 15, and if he received any salary at all for the month of September, his benefits would not begin until the month of October, whereas, if he executes his blank on August 1, his retirement can be effective September 1, and his benefits will begin with the month of September provided he has received no salary from his employer during said month.



7. *Continuation of payments by Members in the Armed Service:*

At the last meeting of the Board members who are now in the Armed Service of the United States Government or are on educational leave of absence would be allowed to continue their 4 per cent contributions on the basis of their salary at the time they entered the Armed Service, or began their educational leave. There is no specific authority for this under the Retirement Act and the contributions will be accepted with the understanding that they will be returned to the members unless the Legislature specifically authorizes same. It is our opinion that the Legislature will do this and if it is done, the persons in the Armed Service or on educational leave who desire to pay the necessary amount in will not lose any credit for service while they are in the Armed Service or on educational leave. This rule is retroactive to July 1, 1941, and any member who wishes to send in a lump sum covering his contributions up to date may do so, or the member may begin with any future month but he would, of course, lose service for the period from July 1, 1941, to the date on which he begins his 4 per cent contributions.

8. *Enrollment blanks for new employees:*

Any employee employed for the first time by the State or by a School Board is required under the Retirement Act to become a member of the Retirement System and you are, therefore, required to furnish us with an enrollment blank, form 2, covering each of these new employees. Of course, by new employee, we mean one who is employed or has been employed after July 1, 1941.

## Leaflet On Music Issued

Opportunities for those who would turn a hobby into a profession are described in a six-page leaflet on "Occupations in Music."

It covers the nature and variety of jobs in the field, earnings, training required, probable trends, other advantages and disadvantages. Best reference for further reading have been selected from the dozens of books, pamphlets, and magazine articles reviewed in preparing this abstract.

Written for the person who is choosing a career, it should be interesting also to teachers, counselors, parents, and professional musicians.

Single copies 25c each, cash with order, from Occupational Index, Inc., New York University, New York City. In quantities the price is \$5 a hundred. This is one of a series covering 67 different occupations.

# Tar Heel Educators

*By Geraldine Coburn of The North Carolina Historical Commission*

## David Caldwell, Pioneer In Education

David Caldwell, born in 1725 in Lancaster County, Pennsylvania, came to North Carolina in the full prime of life, in the year 1765, to begin a remarkable career as a preacher, teacher, and physician. His parents, Andrew and Martha Caldwell, were steady country folk who worshiped God, tilled the good earth, and had no higher ambition for their oldest son than that he be an honest, capable carpenter. They, therefore, bound him as an apprentice to a house carpenter, and David continued at this trade until his term came to an end. Now twenty-five years of age, he seemed to find his predestined place, professed religion, and received inspiration to seek a classical education and enter the Presbyterian ministry. For the first time he saw a Latin grammar, "his thirst for information became a passion," and with invincible determination he relinquished all claims to his father's estate for enough money to educate himself.

Years passed before Caldwell received his bachelor of arts degree, but in 1761, at the age of 36, he graduated from Princeton College. After graduation, he acted as a tutor and was able to continue studying theology until he was licensed by the Presbytery of New Brunswick and was able to act as a supply minister. Finally, at the age of forty, he was sent to North Carolina as a Presbyterian missionary to the Alamance and Buffalo congregations in Guilford County.

After settling in North Carolina, Caldwell purchased a small farm and started a classical school, teaching the Latin and Greek languages and other subjects commonly taught in a school of its kind in that day. His school, which had an enrollment of about fifty boys, served as an academy, college, and theological seminary, and soon had the reputation of being "the second school of permanence, and perhaps the first in usefulness, in the upper part of Carolina." Caldwell, who was a thorough scholar and celebrated teacher, was skillful in handling boys, and his school proved to be one of the most efficient and most outstanding the State has ever had and continued to function well into the nineteenth century. It served as a preparatory school for Princeton University, the University of North Carolina, and other similar institutions, and boys from all sections of the State and from all other states south of the Potomac attended. "From the humble walls of this famous 'log college' were graduated many famous men such as Archibald D. Murphey and Governor John M. Morehead. Caldwell was said to have been instrumental in bringing more men into the professional world than any other individual of his day in the South, for his pupils became lawyers, judges, physicians, and ministers of the gospel.

Caldwell also was a practicing physician. Since there was no doctor for some twenty miles around, his congregations and students were forever turning to him with their aches and pains and often were in need of medical attention. Caldwell learned a great deal from a visiting physician who resided with his family for a year practicing medicine in the congregations and upon his death obtained his medical books. By earnestly studying these volumes, Caldwell came to be a celebrated authority on the common diseases of the region and continued practicing medicine until his fourth son became a physician. During the battle of Guilford Courthouse he cared for the sick and wounded of both armies.

Actively interested in governmental affairs, Caldwell kept abreast of the times. When Tryon and the Regulators were having their difficulties, Caldwell attempted to intercede for a peaceful settlement. Later, when the split between England and America continued to grow, he denounced the policies of the English government, and raised his powerful voice from the pulpit "for unity of purpose and co-operation in maintaining America liberty." Since he was a member of the State constitutional convention of 1776, his home became a center of refuge for the Whigs. Cornwallis, recognizing what an ardent patriot he was, offered 200 pounds for his arrest, and when he was encamped on Caldwell's farm, during the Guilford campaign, he destroyed the property and burned the well cherished library.

After the war Caldwell returned to his school and religious duties, but entered politics again in 1788 as a member of the Hillsboro convention, which declined to ratify the Federal Constitution. He voted against it because it lacked a religious test. When the University of North Carolina went into operation, Caldwell, "beyond doubt the leading educator in the State," was offered the presidency, but declined the honor. The trustees, however, out of respect for his ability and service to the State, conferred upon him the degree of doctor of divinity.

Dr. Caldwell died August 25, 1824, only a few months less than a hundred years of age. He was buried at Buffalo Church, where he had served for more than half a century.



# Laws, Rulings and Opinions

*Appointment of Committees; Term of Office; Increase in Membership; Call of Meeting.*

*In reply to Inquiry:* You inquire as to whether a member of the County Board of Education has the authority to increase the members on a local school committee from three to five during the biennium.

Section 7 of the School Machinery Act of 1939, as amended, provides that at the first regular meeting during the month of April, 1939, or as soon thereafter as practicable, and *biennially thereafter*, the county boards of education shall elect and appoint school committees for each of the several districts in their counties, consisting of not less than three nor more than five persons for each school district, whose terms of office shall be for two years.

It is my opinion that if a board of education appointed a school committee for a certain school district, consisting of three persons, at the time required by the School Machinery Act, the membership of the school committee could not be increased from three to five until the end of the biennium. The only changes provided for in the statute during the biennium is as to appointments to fill vacancies in case of death or resignation of a member or members of the committee. An individual member of the County Board of Education would have no authority to take action, even in case of filling a vacancy, unless authorized by action of the committee.

You, also, inquire as to what persons would have authority to call a regular meeting of a school committee composed of members appointed pursuant to the School Machinery Act of 1939.

Section 5532 of Michie's North Carolina Code, Annotated, provides that the school committee at their first meeting, after the membership has been completed by the County Board of Education, shall elect from their number a chairman and secretary, and shall keep a record of their proceedings in a book to be kept for that purpose. It is further provided that the name and address of the chairman and secretary shall be reported to the county superintendent and recorded by him.

It seems to me that the duty of calling a meeting of the committee rests primarily with the chairman. However, it is my thought that a meeting called by any member of the committee where notice was duly served on all the members constituting the committee, would be held to be a legal meeting. A person who is not a member of the committee would, in my opinion, have no right to call a meeting of the committee.—Attorney General April 17, 1942.

*Teachers; Contracts; Notice of Rejection; Teachers' and State Em-*

*ploymeys' Retirement Act; Retirement of members who have attained the age of sixty-five years.*

*In reply to Inquiry:* In your letter of June ..., you enclose letter from Mr. .... of .... which raises the question as to whether a teacher who is now sixty-six years of age would have a continuing contract under the provisions of the School Machinery Act unless notified of rejection prior to the close of the school term, or whether such teacher would be automatically retired and his or her contract terminated under the provisions of the Teachers' and State Employees' Retirement Act.

Section 7 of the School Machinery Act of 1939, as amended, provides that all principals and teachers shall enter into a written contract upon forms to be furnished by the State Superintendent of Public Instruction and that such contract shall continue from year to year until said teacher or principal is notified as provided in section 12 of the Act, as amended.

Section 12 provides that it shall be the duty of the county superintendent or administrative head of a city administrative unit to notify all teachers and/or principals now or hereafter employed by registered letter of his or her rejection prior to the close of the school term, subject to the allotment of teachers made by the State School Commission.

It appears from these sections that a teacher's contract continues from year to year unless such teacher is notified by registered mail of his or her rejection prior to the close of the school term provided such teacher within ten days after the close of school notifies the superintendent of schools of the administrative unit in which he or she is employed of the acceptance of employment for the following year. All these provisions are subject to the allotment of teachers made by the State School Commission.

A teacher who is sixty-six years of age would be on the same basis as any other teacher unless, under the provisions of the Teachers' and State Employees' Retirement Act, such teacher would have been automatically retired at the close of the last school term. Section 5(1) (b) of the Teachers' and State Employees' Retirement Act provides: "Any member in service who has attained the age of sixty-five years shall be retired at the end of the year unless the employer requests such person to remain in the service, and notice of this request is given in writing thirty days prior to the end of the year."

Section 2 of the Act provides that the Retirement System shall be established as of July 1, 1941. Section 13 provides that no payment of benefits shall become effective or begin to accrue until the

end of one year following the date the System is established, and that no compulsory retirement shall be made during such period.

Thus, the automatic retirement provisions applying to members who have attained the age of sixty-five years and who are less than seventy would not become operative until after July 1, 1942, and would not affect contracts of teachers who are over sixty-five years of age and less than seventy until the end of the school term beginning in 1942 and ending in 1943. The provisions of the Retirement Act as to the retirement of members over sixty-five years of age are automatic and have the effect, when they become operative, of terminating the contract of employment unless some affirmative action is taken by the employer.

There is nothing in the Retirement Act which prohibits local school authorities from rejecting a teacher under the provisions of the School Machinery Act, but such local school authorities are not authorized to use provisions of the Retirement Act which have not yet become effective as a basis for rejecting teachers they do not desire to continue in their employment.—Attorney General, June 22, 1942.

*Teachers Notice of Rejection; Notice of Acceptance.*

*In reply to Inquiry:* In your letter of June you enclose letter from Honorable ..... Superintendent of ..... County Schools, in which he states that teachers A- and B- were employed in the same school; that neither teacher was notified of rejection prior to the close of the school term and neither teacher gave notice of acceptance for the ensuing year. You desire to know the status of these teachers at the present time.

Section 7 of the School Machinery Act of 1939, as amended, provides that a teacher's contract shall continue from year to year until the teacher is notified as provided in Section 12 of the Act, as amended. This section contains a further proviso that a teacher shall give notice to the superintendent of schools of the administrative unit in which such teacher is employed within ten days after the close of school of his or her acceptance for the following year. Section 12 of the Act makes it the duty of the county superintendent or administrative head of a city administrative unit to notify all teachers by registered letter of their rejection prior to the close of the school term, subject to the allotment of teachers made by the State School Commission.

Under the provisions of these sections, the duty of notifying teachers of their rejection is placed on the administrative head of the unit, and if no such notice is given,



the teacher's contract continues during the following year. The General Assembly, however, placed a duty on the teacher to notify the head of the administrative unit within ten days after the close of school of his or her acceptance for the following year in order that the head of the administrative unit and the other school authorities might be advised as to the number of vacancies which it would be necessary for them to fill. If the teacher fails to give the notice of acceptance within the time set out in the statute, it is my opinion that his or her contract would be terminated and the school authorities would be justified in electing another teacher to fill the vacancy. This does not mean that the local authorities could not again elect such a teacher to teach during the following year, but it is my opinion that it would be necessary for such teacher to be elected in the same manner as a new teacher.—Attorney General, July 1, 1942.

BRIDGES v. CHARLOTTE  
(Filed 24 June, 1942.)

1. Schools—

Ch. 562, Public Laws 1933, abolished special tax and special charter school districts as then constituted, and retained them solely as local administrative units of the State school system.

2. Same—

A city constituting a special charter school district prior to the enactment of ch. 562, Public Laws 1933, was stripped of its character as a municipality and its board of school commissioners abolished as an agency of the municipality in the operation of schools within the district, and by operation of the Act the municipality, in the discharge of this function, became an administrative agency of the State school system.

3. Taxation—

Taxes levied by an administrative agency of the State public school system to provide funds reasonably necessary to the maintenance of public schools within the district are for a necessary purpose, Art. IX, and therefore Art. VII, sec. 7, does not require that the imposition of such taxes be submitted to vote.

4. Same—

The State is not a municipality within the meaning of the Constitution, and since a city or county, in the operation of public schools within its territory, is not a municipality but an administrative agency of the State, such administrative units, in imposing taxes necessary to the maintenance of public schools, is not required to submit the question to a vote, the limitations imposed by Art. VII, sec. 7, being applicable solely to municipalities.

5. Schools—

The General Assembly is charged with the duty of providing a system of public schools by mandate of Art. IX of the State Constitution, and what is necessary to the maintenance of such system must be given that interpretation which is consonant with reasonable demands of social progress, and is a question within the exclusive province of the Legislature.

6. Same: State—

The expression of legislative policy that the Teachers' and State Employees' Retirement Act has a definite relation to the joint and efficient administration of the public school system is conclusive, and a tax imposed by a city to raise funds with which to pay its contribution to the Retirement Fund for salaries of teachers paid or supplemented by it as required by Public Laws 1941, ch. 25, sec. 8 (c), is for a purpose necessary to the maintenance of the public school system within its territory.

7. Schools—

Although an administrative unit of the State public school system is required by the statute to submit to its voters the question of supplementing State funds to conduct schools of higher standards and longer terms, the provision for a vote is not in deference to Art. VII, sec. 7, and the establishment of such supplement in no wise affects the character of the unit as a State agency for the administration of the public school system.

8. Schools—

The Constitution requires that a six months term of public school be maintained as a minimum, and places the duty upon the General Assembly to meet this requirement and confers authority upon it to determine the quality and extent of a system of public schools beyond this minimum which the State is able to provide.

9. State: Constitutional Law—

Benefits received by State employees under the Retirement Fund are deferred payments of salary for services rendered, and therefore such payments do not offend Art. I, sec. 7, of the State Constitution.

10. Taxation—

Where an administrative unit of the public school system has

voted a tax to supplement State funds to maintain schools of higher standards within its territory, it is required to contribute to the State Retirement Fund for teachers whose salaries are paid or supplemented by it, ch. 25, sec. 8, (c), ch. 141, sec. 1, Public Laws 1941, and when the supplementary tax theretofore voted by it is insufficient to provide such contribution, the unit may impose a tax to raise funds for this purpose without submitting the question to a vote.

11. Same—

The charter provision of a city that the question of supplementing State funds for its public schools must be submitted to a vote, sec. 55 (4), ch. 366, Public-Local Laws 1939, does not require that when the city has assumed the burden of supplementing State funds a tax necessary to provide funds for contributions to the State Retirement Fund for salaries of teachers paid or supplemented by it should be submitted to a vote, the State Retirement Act not being in legal contemplation of the charter provision, and the charter provision being ineffective to prevent a levy required by the subsequent legislative mandate.

12. Taxation—

A tax imposed to raise moneys required by law to be paid to the State Employees' Retirement Fund is for a public purpose and the Act provides benefits for thousands of teachers and employees of this State without discrimination, and therefore the tax does not offend Art. V., sec. 3, of the State Constitution.

13. Constitutional Law—

The courts should not declare an act of the General Assembly unconstitutional unless it is so beyond a reasonable doubt.

STACY, C. J., not sitting.  
BARNHILL, J., concurring.  
WINBORNE, J., joins in concurring opinion.

## Roosevelt Anniversary

Tuesday, October 27th, will be the 84th anniversary of the birth of Theodore Roosevelt, President from September 14, 1901 to March 4, 1909. Schools that wish to commemorate this anniversary may secure a suggested program from the Woman's Roosevelt Memorial Association, 28th East 20th St. New York.



## From The Past

### 5 Years Ago

*Public School Bulletin* (September, 1937): The superintendents of the State held their first annual meeting at Wrightsville Beach. About 117 superintendents were present. Do you remember "Sir Basil" at the banquet?

New county superintendents were: Hash, Blair, Campbell, Pugh, Aycock, Matthews, Robinson, Steppe, Phillips, Green and McSwain. All except Robinson and Phillips are still on the job.

New city superintendents—Gurley, Andrews, Bennett, Carroll, Honeycutt, and Pugh. Bennett and Pugh are no longer serving in those positions to which elected at that time.

H. Arnold Perry became a member of the Department of Public Instruction.

North Carolina School Library Handbook, prepared by Mrs. Mary Peacock Douglas, was issued by the Department.

### 10 Years Ago

*Educational Directory, 1932-33*: Clyde A. Erwin was president of the North Carolina Education Association.

Of the county superintendents employed 10 years ago, 40 per cent are now in the same positions. In city units only about 31 per cent have held their same positions for ten or more years.

Such faces as Sentelle, Reynolds, Cheek, Capps, Thompson, Martin, Bachman, Russ, Best, Hall, Moody, Webb, Akers, Gentry, Billings, Funderburk, Long, Poole, McLean, Robertson, and Wright are missing among the list of present county superintendents.

From the list of city superintendents the names of Brooker, Gwynn, Martin, Grier, Phillips, Andrews, Crumpton, Halfacre, Daniel, Haworth, Gray, Webster, and Richardson have disappeared.

*Biennial Report*: The total current expense for the year 1931-32 was \$24,049,617.16.

### 20 Years Ago

*Publication No. 51*: The monthly Salary Scale for white teachers holding Class A certificates was as follows: No experience, \$100; 1 year, \$105; 2 years \$110; 3 years, \$120; 4 years \$133.33.

*Educational Directory*: The State Board of Education was composed of the following: Cameron Morrison, E. C. Brooks, W. B. Cooper, J. Bryan Grimes, B. R. Lacy, Baxter Durham, and J. S. Manning.

H. W. Chase was president of the University of North Carolina.

The following nineteen counties employed rural supervisors: Bertie, Buncombe, Caldwell, Davidson, Durham, Forsyth, Gaston, Guilford, Halifax, Hertford, Johnston, Nash, Pitt, Northampton, Richmond, Rowan, Sampson, Wake and Wayne.

## I Teach School

*I write no poem men's hearts to thrill,  
No song I sing to lift men's souls;  
To battle front, no soldiers lead:  
In halls of state I boast no skill;  
I just teach school.*

*I just teach school. But poet's thrill,  
And singer's joy, and soldier's fire,  
And statesman's power—all—all are mine;  
For in this little group where still  
I just teach school*

*Are poets, soldiers, statesmen—all.  
I see them in the speaking eye,  
In face aglow with purpose strong,  
In straightened bodies, tense and tall,  
When I teach school.*

*And they, uplifted, gaze intent  
On cherished heights they soon shall reach.  
And mine the hands that led them on!  
And I inspired—therefore content,  
I still teach school.*

—Author Unknown.  
"National Sojourner," Dec., 1939.

## Notes (Continued)

(Continued from page 7)

WPA. Congress in approving the current WPA appropriation specified that at least six million dollars of the federal fund should be spent in establishing nursery schools, particularly for children of working mothers. Thirty-three such schools have already been set up in North Carolina, and indications are that the project is being welcomed by school officials. The program has the endorsement of the State Department of Public Instruction and the State Board of Charities and Public Welfare.

Nursery schools operating under this program are of three types: Type A for children from low-income families; Type B for children of employed mothers; and Type C for children of men in the armed services. The schools provide care directed play, food, sleep, and educational activities at least six hours per day.

WPA is very carefully selecting and training the personnel for these schools. The teachers, who are paid by WPA, must be approved by the school superintendent before being assigned to a nursery school operating in a public school building.

Further information concerning the project may be secured by writing Mrs. Katherine B. Lyons, State Supervisor, WPA Child Protection Program, Raleigh, N. C. Assisting Mrs. Lyons are Miss Mary Faison Richardson and Mrs. Grace Griffith.

## From The Press

*Mecklenburg.* Blythe and Isenhour, local contractors, were awarded a contract to complete an addition to Derita School by the County Board of Education. The price was \$6,665.

*Lexington.* Rental textbooks in Lexington's city school system now number 21,559, and a few more will be added soon, announces Supt. L. E. Andrews.

*Lenoir.* Duncan Hunter, city supervisor of vocational education, was speaker at the meeting of the Lenoir Lions Club recently. He explained in detail how vocational training at Central High School, to be initiated this fall, will operate.

*Harnett.* The Coats High School agricultural department was rated as the highest in Harnett County in the latest scores released by J. M. Osteen, district supervisor of vocational agricultural departments.

*Goldsboro.* Retiring after 42 years of teaching, Miss Leila Cobb declared she had enjoyed her teaching life very much and that all in all it had been a happy experience.

*Chatham.* Pupils attending the Henry Siler School will have their own music teacher this year according to an announcement made by Dr. J. B. Milliken, chairman of Siler City's school board, that Mrs. Junius Wren had been elected to the faculty at that school.

*Wilmington.* Chairman Addison Hewlett of the county board said that the county budget, approximately \$750,000 last year, would show an increase, but not as "much as might be expected under present conditions."

*Winston-Salem.* More than six and a half tons of school books furnished by the State of North Carolina have been received here in the past few days and are now being issued to the elementary schools.

*Martin.* Meeting in regular session here yesterday (Aug. 4), members of the Martin County Board of Education recognized the uncertainty surrounding the operation of the schools this coming term and rescinded a former resolution requiring certain certification of teachers before they were accepted as members of various school faculties.

*Raleigh.* An expanded School Lunch and School Milk Program will be conducted in North Carolina during the 1942-43 school year, Miss Mary E. Thomas, Extension Nutritionist of N. C. State College, announced today, (Aug. 4).



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

JOURNAL OF THE ELISHA MITCHELL  
CHAPEL HILL WEEKLY  
CHAPEL HILL, N. C.

OCTOBER  
1942

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Volume VII

Number 2





	Page
Superintendent's Letter .....	2
Calendar for October .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Junior Colleges Award Associate's Degree	4
How to Organize Audubon Junior Clubs	4
Congress of Correction Meets in Asheville	4
School Enrollment Trend Downward (box)	4
American Red Cross Needs Educators	4
NCEA District Meetings Streamlined	4
Free Textbooks Provided in 48 States	5
Junior Red Cross Roll Call Nov. 1-15	5
Schools at War Must Save, Serve, Conserve	5
Library War Code	5
Rural War Production Program Gets Started	5
New Publication on Art Issued	6
American Education Week 1942	6
Milk for School Children Made Available	6
Gasoline Rationing Not Permitted for Hauling Athletic Teams (box)	6
New H. E. Itinerant Teacher Trainer Appointed	6
Physical Training Stressed in Buncombe and Asheville	6
Publishers Fail to Sign Contracts	7
Census Figures Show Us Up	7
Half Million Miles Without Accident Is Record	7
School Children To Collect Scrap	7
Policy Regarding 8th Grade Announced	7
South Losing Many of Best Teachers	7
State School Facts .....	8-9
Notes and Announcements, continued—	
Blanks Requesting Information for New School Directory Sent Out (box)	10
Government Distributes War Film	10
We Still Need Pictures	10
Bird Book Comes from Press	10
Survey Reveals Need for Dental Attention	10
Committee Requests Adoption of Constitutional Amendment	10
New Booklet on North Carolina Issued	11
North Carolina Represented at National Institute on Education and War	11
North Carolina Ranks 32nd in Number of College Graduates	11
A Statement to the Wartime Commission Concerning the Work of the Schools in Relation to War	12
To the Teacher—Personal	12
The Defense of Children Requires Positive Action	13
Fire Prevention Week, October 4-10	13
Priorities Affect Schools	13
Laws, Rulings and Opinions	14
Tar Heel Educators	15
From the Past	16
Children and the War—An Educational Policy (box)	16
From the Press	16

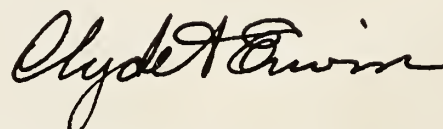
## To Superintendents, Principals and Teachers:

I am calling upon all teachers, principals and superintendents to support the Constitutional Amendment providing for a new State Board of Education and to do all they can to secure a favorable vote for it at the polls in the general election in November. I consider the adoption of this amendment the most important next step in public education in this State. The simplified plan of school administration which the amendment makes possible and the definite fixing of all responsibility upon a single board will challenge a forward-looking educational leadership on the part of the board so clear of confusion and administrative handicap as to guarantee a militant and vital concern in what happens to the education of children as well as in what happens to funds and the machinery of administration. The educational leaders of this State have advocated for many years an amendment to the Constitution that would provide an appointive instead of an elective board. The need for such a board is increasingly obvious as the State expands its interest in the public schools. Those of you who have administrative duties feel the necessity of one State organization and are thoroughly aware of the confusion and duplication of efforts and at times buck-passing inherent in the present State administrative set-up. It seems to me that the adoption of the amendment will both simplify and clarify this situation and that the change offers great possibilities for greater efficiency in the management of the public schools.

The amendment provides a board of sufficient size to take care of the varied interests of the State and representation by congressional districts will guarantee an equitable distribution of the membership to every section of the State. The continued election of the State Superintendent of Public Instruction by the people is in line with the wishes of the people as expressed from time to time in their pronounced opposition to the short ballot. All the amendment does provide is that a majority of the members of the new board shall be business men. The term "business men" is so broad and general that no Governor could possibly be handicapped in appointing to the board a membership representative of the interests of all the people. The amendment as offered has been carefully thought out and, in my judgment, covers the needs of North Carolina with reference to a State Board of Education. We have a favorable opportunity now to simplify our State administration of the public schools and I believe it to be a challenge to our leadership to do everything possible to see that the amendment is passed.

With best wishes, I am

Very truly yours,



State Superintendent of Public Instruction.

## Calendar for October

- 4-10—Fire Prevention Week
- 12 —Columbus Day
- 16 —Western District, N. C. E. A., Asheville
- 18-22—National Conference of Juvenile Agencies, Asheville
- 18-24—American Prison Association, Asheville
- 23 —Northwestern District, N. C. E. A., High Point
- 27 —Navy Day
- 30 —Southeastern District, N. C. E. A., Lumberton
- 31 —Halloween

## Cover Picture

This is a picture showing the members of the present State Board of Education. Reading left to right, they are: Front row—Governor J. M. Broughton, Lieutenant Governor R. L. Harris, and Attorney General Harry McMullan; back row—State Treasurer Charles M. Johnson, Secretary of State Thad A. Eure, State Superintendent Clyde A. Erwin, and State Auditor George Ross Pou.

This is the personnel of probably the last State Board of Education under the present Constitution. In November a vote will be taken to change the Constitution to provide for a new Board, the majority of whose membership will be appointed by the Governor. The Lieutenant Governor, the State Treasurer and the State Superintendent will be *ex officio* members of this new Board, if the amendment passes.



# North Carolina Public School Bulletin

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L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### "Contract Jumping"

In a recent letter from Superintendent Erwin to county and city superintendents, he states "I have become greatly concerned about the amount of contract jumping which is now taking place in the State. In a good many instances" he continues "it seems to have been done by teachers who do not appreciate the importance of keeping a contract. In other instances there has been definite encouragement to jump contracts by superintendents who have offered positions to teachers already under contract to other schools."

The frequency of contract jumping this year is due in a large measure to the shortage of teachers and the desire of teachers to secure what they believe to be the best teaching positions possible for themselves. No doubt those teachers who have been involved in such changes are honest in their intentions to do the right thing. In some cases they are ignorant of the law, which specifies "that principals and teachers desiring to resign *must give not less than thirty days notice prior to opening of school* in which the teacher or principal is employed to the official head of the administrative unit *in writing*."

In a few cases there appears to be wilfulness on the part of the teacher with the assistance of the superintendent who wishes to employ her to actually circumvent the law. We are afraid that much of the recent trouble in this respect was due to the fact that some few superintendents did not follow the rules

of "fair play" with their fellow superintendents and the teacher was made the "goat" because of her ignorance of the law and desire for a larger financial remuneration or a more desirable position. In either case the situation is unfortunate when superintendents begin to bid against each other for the services of a teacher who is already under contract.

Many inquiries have been made as to the interpretation of the law on this point. A ruling of the Attorney General with reference to the law is printed elsewhere in this *Bulletin*. This interpretation appears to be clear in so far as the law reads. There have been other questions, however, not actually written into the law, to which superintendents have desired replies. Some of these involve the discretionary authority of employing boards, whereas others are simply questions of professional ethics. In instances of this kind a satisfactory answer may be found if all parties do the right thing by giving all the facts in the case. As long as teachers deliberately try to resign within the thirty day limitation *prior to opening of school* without securing the permission of the superintendent, then that person should suffer the penalty of the law which provides that she may not teach for one year. On the other hand, if she has the offer of a new position while she is already under contract (most teachers are under contract in accordance with the continuing contract law), and the superintendent advises her *in writing* that the penalty is waived by resolution of the board, then that teacher is free to accept employment elsewhere.

According to Superintendent Erwin "It will be the policy of this Department to prohibit any teacher from teaching in any other public school in the State who has not given proper notice of resignation at least thirty days prior to the opening of the school term or who does not resign with the consent of the local school authorities after that period." Both superintendents and teachers, therefore, should not only abide by the law, but should at all times follow an ethical procedure.

### The Constitutional Amendment

At the general election in November, the qualified voters of North Carolina will have an opportunity to express their opinion by ballot as to amending the Constitution of the State with reference to sections 8 and 9 of Article IX providing for a State Board of Education.

The present Constitution provides for a State Board of Education composed of the Governor, Lieutenant Governor, Secretary of State, Treasurer, Auditor, Superintendent of Public Instruction, and Attorney General. In other words, this is an *ex officio* Board.

The proposed amendment provides for a Board consisting of the Lieutenant Governor, State Treasurer, the Superintendent of Public Instruction, and one member from each Congressional District to be appointed by the Governor. Since there are now twelve such districts, this would make a 15-member Board instead of a 7-member Board as is now the case.

In addition to the present State Board of Education as provided by the Constitution, the General Assembly has enacted legislation providing for three other State agencies which have certain specified duties with reference to the administration and operation of the public schools. These three agencies are: The State School Commission, the State Board for Vocational Education, and the State Textbook Commission. Then, too, legislative provision has been made for a State Board of Commercial Education, which supervises and controls the operation of private business and commercial schools and colleges.

It is the purpose of the amendment, if it passes, to consolidate these five agencies into one State Board of Education with powers and duties covering the general supervision and administration of the free public school system. In other words, the general control and administration of the public school system will be centered in one State Board instead of five as is the case now.

There has been an effort by educators over a period of years to make this change. They have advocated such a consolidation of boards in the interest of efficiency, economy and better operation of the public schools. While there has been some opposition to the present proposal, many prominent State leaders have endorsed it.

His Excellency, the Governor, has endorsed the measure. "It is my very definite opinion" he says "that the ratification of this Constitutional Amendment by the voters of the State will be decidedly for the best interest of our public school system and of the State as a whole."

Supt. Clyde A. Erwin has given his endorsement to this proposal in the following words: "I consider the adoption of this amendment the most important next step in public education in this State."

"I express my approval of it" states Lieutenant Governor R. L. Harris.

The North Carolina Education Association, the North Carolina Congress of Parents and Teachers, the North Carolina School Boards Association, and many other prominent citizens of the State, each has endorsed the proposition. Very little opposition has developed against the proposal.

It now remains for the voters themselves to decide the question. It takes a majority of the votes cast to amend the Constitution of this State. Let's go, voters!



# Notes and Announcements

## Junior Colleges Award Associate's Degree

Eight junior colleges in North Carolina are among the 244 junior colleges in the country conferring the Associate's degree upon their graduates, according to a study just completed by Dr. Walter C. Eells, executive secretary of the American Association of Junior Colleges.

The study shows that North Carolina junior colleges have conferred the Associate's degree on 4395 graduates. The North Carolina institution first beginning the practice was Louisburg College which conferred its first Associate's degree in 1917. The study reveals further that this increasingly popular college degree, although comparatively unknown 25 years ago, has during the past 25 years been awarded to over 125,000 young men and women throughout the country, more than the total number receiving bachelor's degrees in the first 231 years of the history of higher education in the United States.

The Associate's degree is the degree now recommended by the American Association of Junior Colleges to signify the completion of two years of accredited junior college education. While at present only 40 per cent of the country's 650 junior colleges have authority either from accredited agencies or from their governing boards to award such degrees, the trend is toward making the degree of Associate in Arts or in Science the universal, standard degree for two-year work of college level, just as the Bachelor of Arts or of Science is the standard degree for four-year college work.

Detailed results of the study, including the statistics on the North Carolina junior colleges, are published in a book by Dr. Eells, just off the press and entitled "Associate's Degree and Graduation Practices in Junior Colleges." This is the first work ever published on this recently recognized college degree.

The eight North Carolina junior colleges now conferring the Associate's degree are Campbell College, Lees-McRae College, Louisburg College, Mars Hill College, Pineland College, Presbyterian Junior College for Men, St. Genevieve-of-the-Pines Junior College, and Wingate Junior College.

## How to Organize Audubon Junior Clubs

Many elementary, junior and senior high school children add to the fun and value of their science and nature study programs by forming Audubon Junior Clubs in their schools. These clubs are sponsored by the National Audubon Society to promote appreciation and

conservation of American wildlife. Living plants and animals form an important part of our country for whose safety we are fighting today. It is important that children learn to understand and enjoy the natural wonders and beauties of this land in which they live.

Every Junior Club member receives a bird membership button, six four-page illustrated bird leaflets describing the year round activities of a bird, six (5½x8½) color plates of birds and six outline drawings for coloring. Every club receives a Junior newspaper *News on the Wing*, published six times each school year. Clubs of 25 or more members receive *Audubon Magazine*.

Ten or more children and an adult advisor (the teacher) constitute a club. Club dues are ten cents per child per school year. Send combined club dues to Box 2, National Audubon Society, 1006 Fifth Avenue, New York, N. Y. Please state whether you wish leaflets in Junior or Senior style. (Junior style with large type and simplified text is recommended for younger children. Senior style with smaller print and longer text is recommended for children in sixth grade or secondary schools.)

## Congress of Correction Meets in Asheville

The American Prison Association, at the invitation of Governor Broughton, will hold its 72nd Congress of Correction in Asheville on October 18-23.

In view of the fact that many leading educators of the country are members of this association and

distinguished authorities from various universities frequently participate in the discussions, it is felt by State Superintendent Clyde A. Erwin that this is one of the most important meetings of the year. He has urged, therefore, that all North Carolina educators, who can, attend this conference.

## American Red Cross Needs Educators

The American Red Cross will employ hundreds of social welfare workers and educators before January, 1943. These new employees will perform Red Cross services to the military units both in this country and with the task forces abroad.

Red Cross workers give counsel to the men in the armed forces about their personal and family problems, plan and organize recreational activities. They interpret Red Cross service to the military authorities. They act, to quote U. S. Army regulations, "in matters of voluntary relief and in accord with the military and naval authorities as a medium of communication between the people of the United States of America and their Army and Navy."

Men and women assigned to the service in this country will receive from \$135 to \$200 per month; those stationed outside the United States receive from \$150 to \$275 plus an additional \$50 per month maintenance allowance in military centers and full maintenance in club work. Uniforms are provided. Those assigned abroad are also provided with certain insurance protection.

Those interested in receiving further information or in making application for a position in the American Red Cross Services to the Armed Forces program should communicate with: Personnel Service, National Headquarters, American Red Cross, Washington, D. C. Persons in this area interested in a position within continental United States only should apply to Eastern Area, 615 N. St. Asaph Street, Alexandria, Virginia.

## NCEA District Meetings Streamlined

On account of the gas and rubber situations, the 1942 district teachers' meetings have been streamlined to one day sessions in each of the six districts. The following dates and places have been decided upon in these areas:

District	Place and Date
Western.....	Asheville, Oct. 16
Northwestern.....	High Point, Oct. 23
Southeastern.....	Lumberton, Oct. 30
South Piedmont.....	Charlotte, Nov. 6
North Central.....	Raleigh, Nov. 13
Northeastern.....	Elizabeth City, Nov. 20

## School Enrollment Trends Downward

On the basis of final reports, the trend in school enrollment for the State as a whole is downward. For 1941-42, the year just closed, the total enrollment of children in all public schools was 878,828. This figure is less than any enrollment total after 1931-32, when the enrollment figure for the State was 865,681.

The following table shows the public school enrollment for each of the past twelve years for white and Negro pupils:

YEAR	WHITE	NEGRO	TOTAL
1930-31	587,157	255,549	842,706
1931-32	599,900	265,781	865,681
1932-33	615,667	276,419	892,086
1933-34	614,784	280,741	895,525
1934-35	616,314	276,317	892,631
1935-36	618,571	270,204	888,775
1936-37	613,766	268,240	882,006
1937-38	613,587	268,287	881,874
1938-39	620,415	272,128	892,543
1939-40	619,767	270,962	890,729
1940-41	616,796	271,352	888,048
1941-42	610,739	268,089	878,828



In order that the meetings will be kept smaller than formerly, it is the plan to ask the local units to elect one official representative to the meeting for every 15 members of the Association. Two suggestions for the selection of these representatives have been made:

- (1) If practicable every school in the system should be represented.
- (2) If possible the members of the important local unit committees and the president's advisory committee should be included.

## Free Textbooks Provided in 46 States

Free textbooks are now provided in all states including the District of Columbia except South Carolina and Oklahoma, according to a recent report of the American Municipal Association. This report also revealed the following additional information concerning textbook practices in the various states:

1. South Carolina has a state rental plan.
2. Fourteen states have optional free textbook laws, whereas 34 have mandatory statutes.
3. California manufactures its own textbooks and supplies them free to pupils.
4. Fourteen states have state-administered systems; in 11 of this number the selection, purchasing and distribution is carried on by state agencies, and in the other three by local districts.

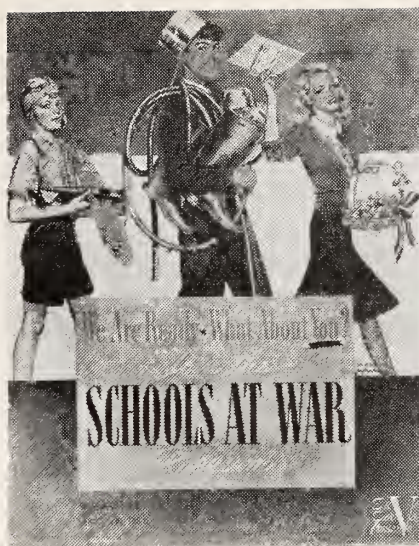
## Junior Red Cross Roll Call Nov. 1-15

From November 1 to 15 the Junior Red Cross will conduct its annual Roll Call. This youth organization is composed of boys and girls who earn their membership through the performance of service to the school, the home, the community, the nation, the world.

The membership fee is fifty cents for each elementary classroom. This means that for one-room schools, membership for the whole school is fifty cents; for two-room schools, one dollar.

Through such modest contributions, every pupil may enlist in the Junior Red Cross. Out of the total number of 250,107 schools both elementary and secondary in the United States, approximately 96,000 have Junior Red Cross enrollment.

North Carolina has a student population of approximately 900,000 and 548,000 of these students are members of the Junior Red Cross. This shows a membership increase of 200,000 in the past year. In both the elementary and secondary schools the percentage of membership is high. In the lower grades 59 per cent of the children, and almost 67 per cent of older pupils have enrolled in the Junior Red Cross.



## Schools at War Must Save, Serve, Conserve

On Sept. 25, a nationwide SCHOOLS AT WAR Program for all the schools of America was officially launched under the sponsorship of the War Savings Staff of the Treasury Department, the U. S. Office of Education and its Wartime Commission. Intended to intensify and unify the wartime activities of all the schools of America, the SCHOOLS AT WAR Program will also publicize the fine work of students and teachers through a series of local and state exhibits of school war work. A giant exhibition, to be known as AMERICA'S SCHOOLS AT WAR, will be the national display of outstanding projects of the entire nation.

A certificate of distinguished service from the Treasury Department will be awarded to each participating school which shows in its own "Report to the Nation" on Jan. 7, that it has an effective and well organized war activities program. A school's report will be made by scrapbook—with clippings, photos, graphs, programs, written reports, and drawings to describe the accomplishments of that particular SCHOOL AT WAR.

The school children of each state which participates in the program to the extent of arranging a state SCHOOLS AT WAR Exhibit will receive a joint award—A Liberty Brick—replaced during recent repairs to historic Independence Hall. These Liberty Bricks, witnesses to the signing of the Declaration of Independence and Constitution, have been saved for presentation to the school children of America for their contribution to the cause of Democracy.

The SCHOOLS AT WAR Program is planned around the three commands to the civilian army, fighting on the home front: Save! Serve! Conserve! The first is interpreted to mean saving money for War Bonds and Stamps.

The second command "Serve!"

includes all kinds of personal service such as those of the Red Cross, Civilian Defense, Boy Scouts, and Girl Scouts.

The third "Conserve!" means not only "getting in the scrap" but means doing without the purchase of non-essentials so that money will be saved for Bonds and Stamps.

The SCHOOLS AT WAR Program is not an additional burden. Instead, it is a means for coordinating the war activities of the school, and will thus save time and energy by eliminating a duplication of effort and by unifying the school's activities.

A poster and a handbook describing the SCHOOLS AT WAR Program will be sent to every classroom teacher in America. Further information may be obtained from school superintendents and War Savings Administrators.

## Library War Code

Every library must, says the Council of the American Library Association:

1. Become a war information center.
2. Supply technical information to industrial defense workers and students.
3. Disseminate authentic information and sound teachings in the fields of economics, government, history and international relations.
4. Make available valid interpretations of current facts and events.
5. Help to relieve the strain of war by maintaining its supply of recreational reading for men and women, and especially for children.
6. Help and support postwar planning.

## Rural War Production Program Gets Started

With over \$700,000 allotted to North Carolina, plans are being made to launch the new Rural War Production Training Program in the 489 departments of vocational agriculture. Mr. A. L. Teachey, formerly district supervisor of vocational agriculture, has been named Director of the Rural War Production Training Program. He will be assisted in the State office by R. B. Winchester and A. G. Bullard as assistant supervisors.

This new program will be an integral part of the vocational agriculture program of the State and will be administered by the Vocational Agriculture Service, Division of Vocational Education, State Department of Public Instruction. One of the main phases of the program is the increased production of commodities in line with the goals set up by the Secretary of Agriculture that are needed to help win the war.

Classes will be held throughout the State for out-of-school persons seventeen years of age and above on the following courses: (1) Opera-



tion, care and repair of tractors, trucks, and automobiles (including both gas and Diesel engines). (2) Metal work, including welding, tempering, drilling, shaping, and machinery repair. (3) Woodworking. This course must not include furniture making, cabinet work, or model making. (4) Elementary electricity, including operation, care, and repair of electrical equipment, and wiring for light and power. (5) Repair, operation, and construction of farm machinery and equipment. (6) Increasing milk production. (7) Increasing poultry production. (8) Increasing egg production. (9) Increasing pork production. (10) Increasing beef production. (11) Increasing mutton, lamb, and wool production. (12) Increasing soybean production. (13) Increasing peanut production. (14) Increasing vegetable production (commercial).

## New Publication On Art Issued

"Art in the Public Schools, Years I-XII" is the title of publication No. 238 just issued by the State Superintendent of Public Instruction. Copies in sufficient quantity to supply one to each teacher and principal employed have been sent to county and city superintendents. Additional copies are on sale by the Director of Publications, State Department of Public Instruction, at 25 cents each.

The publication is divided into twelve sections, as follows:

- The Art Program in the Elementary School
- Major Purposes of the Art Program in Relation to the Child
- The Art Program
- Procedures in Teaching Art
- Sources of Themes for Art Expression
- Visual Arts in Education
- Background on Principles of Art
- Art Experiences by Years I-VII
- Art Experiences by Years IX-XII
- Crafts and Construction Work
- Art Materials for Schools
- Selecting Professional Readings in Art Education

The bulletin was prepared by Miss Julia Wetherington, Associate in the Division of Instructional Service, and a committee of Art teachers.

In the "Foreword," Superintendent Clyde A. Erwin states it to be his "belief that this material will be a stimulation to the teacher and give help that will promote the art program in the schools." Dr. J. Henry Highsmith, Director of the Division of Instructional Service, in the Preface, says "This bulletin has been prepared to aid teachers in carrying on a functional art program in all grades of our public schools. Due attention is given to the various aspects of the subject."

## American Education Week 1942

EDUCATION FOR FREE MEN is the theme of the 22nd annual

observance of American Education Week, November 8-14. This theme is most fitting at a time when the entire world is at war to determine whether freedom or tyranny shall prevail among men.

American Education Week is a time for a concerted effort on the part of all school systems throughout the nation to help the public understand why education is more and not less important as a result of the urgency of the war effort. It is a time for interpreting to the people what the schools are contributing to the war effort and the part that they must play in the peace that is to follow after military victory is achieved.

The National Education Association has prepared materials to assist local school systems in the observance, among which are posters, leaflets, stickers, manuals, plays, and other materials. Write to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., for complete information.

## Milk For School Children Made Available

The Agricultural Marketing Administration has inaugurated a program of making more milk available to the school children of this and other states. Leaflets explaining the program were sent to superintendents and principals last week from the State office in Raleigh.

Briefly, the School Milk Program is designed to provide milk to school children at one cent or less per one-half pint. All children eating in the lunchroom must receive the milk for this same cost, and those unable to pay anything for the milk must be served free of charge. Any profits accruing from the sale of milk at 1¢ per half-pint must be used by the sponsor to reduce the price of the milk to the children or to cover cost of operating the program. Milk may be served either in bottles or bulk provided it meets with local and state sanitation requirements.

## Gasoline Rationing Not Permitted for Hauling Athletic Teams

In a recent letter to Supt. Clyde A. Erwin from the North Carolina State Fuel Rationing officer of the OPA, it was stated that the "Gasoline Rationing Regulations do not permit the issuance of rations for a bus to be used in transporting athletic teams."

This letter was in answer to an inquiry from a superintendent in which he asked for a ruling on this point. It was the opinion of this superintendent that "If we are not to be permitted gasoline for transporting our teams, then we should make no effort to participate in formal athletics."

tion requirements. It is the sponsor's responsibility to determine that such requirements are met. The milk program may not be placed in communities with a population of over 10,000 persons.

For additional information, write James A. Hutchins, Jr., State Supervisor, Agricultural Marketing Administration, 913 Raleigh Building, Raleigh, North Carolina.

## New H. E. Itinerant Teacher Trainer Appointed

Miss Louise Lowe of Carrs Station, Georgia, has been appointed itinerant teacher trainer of home economics education at the Woman's College in Greensboro. She replaces Miss Bernice Allen who resigned the position in the spring. Miss Lowe received her B. S. degree in 1931 from the Georgia State Teachers College, where for three years she acted as supervisor of apprentice teachers. In 1941, she completed her work for a Master of Science degree from the University of Georgia. She has taught several years in high schools in Alabama and Georgia. For the past year she has been on the faculty of the Woman's College. With this experience in the South, Miss Lowe comes well prepared to make a contribution to both the field teacher training and the pre-service teacher training in home economics education. She will supervise 20 counties in the northwestern part of the State and maintain her residence at the College.

## Physical Training Stressed in Buncombe and Asheville

In order to fit the high school boys to meet better the requirements of the rigid physical examinations given those in various branches of the armed services, a demonstration school in physical education was taught at the Lee H. Edwards gymnasium, Asheville, early in September for the high school teachers and principals of Buncombe County and Asheville. This school, which was designed to acquaint high school teachers with the latest methods of improving the physical condition of high school juniors and seniors who may be called into the armed services, was in charge of Frank Hill, principal of the Candler School. Mr. Hill spent a month at the Naval pre-flight training school at Chapel Hill in preparation for this demonstration.

Already, it is learned, the program is under way. A syllabus has been prepared giving a proposed program for high schools in which physical training on a scale not heretofore attempted in the public schools except for a chosen few on competitive teams. The schools of Buncombe County and Asheville are taking to the new program with a great display of interest on the part of the students. Before the year



is ended, the schools are expected to have their students going through physical training that would be totally impossible in their present condition. The whole system is being shaped so that the less athletic student will get both thrill and benefit in participating in active exercises and games.

The girls are also being given suitable training and health instruction, and the younger children too will get a chance at calisthenics and other simple games so that by the time they reach high school age the matter of getting them in physical condition will not be like the problem now.

## Publishers Fail to Sign Contracts

The McGraw-Hill Book Co. and the McCormick-Mathers Co. declined to sign contracts with the State Board of Education for certain books recently adopted for supplementary high school use. The titles of the books contained in the proposed contracts were given in the September number of this publication.

Superintendent Erwin, secretary of the State Board announces, therefore, that since there is no contract in force with these publishers for the specific books listed in the *Bulletin* for September, 1942, the books named cannot be legally sold to the public schools of this State. A revised list of books recently adopted is being printed, and teachers and principals desiring a copy may write to the Director of Publications of the Department for the sheet containing this list of additional high school books not included in the present high school register.

## Census Figures Show Us Up

North Carolina reports 95,414 persons twenty-five years of age and over who have not completed the first grade, or 5.9 percent of all people in this age classification. Only nine states have more people with less than one grade of education; the percent is higher in seven states.

North Carolina also reports 337,639 persons twenty-five years of age and over who have completed from one to four years of schooling. There are only four states with larger numbers of persons who have completed one grade but have not gone beyond the fourth grade. Only one of these states, Georgia, has a smaller total population than North Carolina. Slightly more than one-fifth of our population twenty-five years of age and over have had from one to four years of schooling. North Carolina ranks forty-third in this respect. More than one-fourth of our population twenty-five years of age and over, 26.7 percent to be exact, have either completed no grade or have not gone beyond the fourth grade. North Carolina ranks

forty-second among the states in this respect. The North Carolina percent is almost twice the national average of 13.7 percent. The states below us are New Mexico, with her large Mexican population, and five Southern States, all of which have Negro ratios exceeding North Carolina's.—*U.N.C. News Letter*.

## Half Million Miles Without Accident Is Record

Half million miles without serious accident is the record made by the drivers of the Landis school bus system in Rowan County, according to figures recently released by Principal T. Frank Bostian.

Mr. Bostian said that during his 10 years as principal at Landis more than a million rides had been given school children and that while he hesitated to brag, fearful of some impending calamity, he felt his drivers should be given credit for the fine work they have done during the period covered by his figures.

Worst near-calamity was last year when some of the children did not get home from school account of a heavy and unprecedented snow storm. "Hereafter," Mr. Bostian said, "when it starts snowing I expect to start the children toward home, for I think safety of the students is better than the loss caused by a missed day in school."

## School Children to Collect Scrap

Effective October 5, 1942, the school children of America are to begin a drive to collect all kinds of scrap for use during the present emergency. This is a National Salvage Program in which the President and Donald Nelson, Chairman of the War Production Board, are asking all educators to participate.

The North Carolina part of the program is in charge of Superintendent Clyde A. Erwin, as Commanding General of the Junior Army. He has just sent out to all county and city superintendents, who are each designated Colonels, a supply of pamphlets *Get in the Scrap* which outlines the plan of organization of the school children for the collection of scrap materials. Each superintendent in turn is to deliver copies of this pamphlet to principals and teachers, who will be Majors and Captains, respectively.

The whole idea is to get everyone connected with the schools interested and working in this campaign. This is the Third Front, the first being the armed forces and the second the factories, shipyards, and farms. If victory is to be ours, this scrap material consisting of iron and steel, rubber, copper, brass, and other metals and old rags, must be collected immediately. As Lessing J. Rosenwald, Director of the

Conservation Division of the War Production Board, says, this salvage effort has a double value:

1. It will produce a huge tonnage of vital scrap iron and steel, rubber, and other materials that must be had at once for war production.

2. It will give to every boy and girl a desired opportunity for patriotic participation in backing up their fathers and brothers at the fighting fronts.

The pamphlet referred to gives the details of how the plan is to be worked. "Let's get in the scrap by getting in the scrap," should be the slogan for the campaign.

## Policy Regarding 8th Grade Announced

Due to the fact that there has been some confusion in the minds of some school people with reference to the placement for the eighth grade, a letter was sent last month to county and city superintendents from Superintendent Clyde A. Erwin and Nathan H. Yelton, Secretary of the State School Commission, announcing a uniform policy for 1942-43.

"We realize" the letter stated "that there are some inconsistencies between the instructional program and the method of teacher allotment and pupil accounting. During the transition period from an eleven to a twelve year system we believe that such inconsistencies are justifiable and for the best interests of the schools."

The policy announced includes the following:

1. *Instruction* — We are asking that the recommendations of the committee on the Twelve Year Program be followed with reference to the instruction of eighth grade pupils. New textbook material has been provided for this grade and modifications of the certification regulations have been announced to enable the schools to carry out the recommendation that the eighth grade program be considered as a part of elementary instruction and that no high school credit be given for the work of this grade.

2. *Pupil Accounting* — All information regarding eighth grade pupils will be reported, until further notice, as heretofore—that is, with the *high school* pupils. This applies to all reports to the Department of Public Instruction, the State Textbook Commission and the State School Commission.

3. *Teacher Accounting and Financial Reports* — For the session 1942-43 teachers for the eighth grade were included in the high school allotment. Therefore, teachers assigned from the high school allotment to do eighth grade work will be coded, as heretofore, with the high school (Code 622).

## South Losing Many of Best Teachers

One-sixth of all the teachers in schools of the Southern States have  
(Continued on page 10)



# STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

## EXPENDITURES FOR MAINTENANCE

### Editorial Note—

With this number we begin the 15th year of issuing this sheet as a separate publication and its second year as a section of the *Public School Bulletin*. As a separate publication *State School Facts* is mailed to many people interested in public education. It is included as a part of the *Bulletin* for the information of educators who in the main make up the mailing list of this publication.

We hope that both educators and laymen like to have information of the kind that this sheet contains and that they appreciate the amount of work entailed in compiling, calculating and arranging the material for the printer. Extreme care is exercised at all times, yet with all our carefulness errors sometimes appear. And that brings us to the point of stating that on account of a transposition of the city units, Weldon and Wilson, in some of our figures a calculation in our September publication indicated wrong per pupil expenditures in both of those units. We apologize for this error. The correct figures should have been as follows:

Weldon	\$1,583.69	\$ 998.86	\$2,582.55	\$2.43	\$ .71	\$1.35
Wilson	6,155.83	3,143.16	9,298.99	2.82	1.57	2.22

This number of this publication maintains maintenance of buildings and continues the analysis of school expenditures, the repair to furniture and apparatus, the repair to equipment. The subject for this issue is "Expenditures for Maintenance, and the amounts paid to the superintendent of buildings and those school expenditures for the grounds. In proportion to the total

### I. EXPENDITURES FOR MAINTENANCE

Year	EXPENDITURES			Spent Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
1927-28	\$ 732,197.91	\$ 93,967.46	\$ 697,264.39	\$ . . . .	\$ . . . .	\$1.09
1928-29	736,418.94	106,453.69	842,872.63	1.58	.51	1.28
1929-30	635,767.46	92,336.09	728,103.55	1.52	.57	1.25
1931-32	420,467.09	47,607.94	468,075.03	1.27	.48	1.05
1932-33	509,406.25	74,512.91	583,919.16	.81	.23	.64
1933-34	645,054.24	100,778.19	745,832.43	.96	.34	.77
1934-35	804,146.84	143,040.33	947,187.17	1.22	.44	.99
1935-36	926,710.63	133,331.40	1,060,042.03	1.50	.63	1.24
				1.72	.60	1.40

current expense the amount expended for these purposes is small, only 3.7 per cent in 1939-40. The average for the nation in 1937-38 was 4.1 per cent.

Table I

Table I shows the expenditures for maintenance from 1927-28 through 1939-40 for both white and Negro schools. This table also shows the per capita expenditure per pupil in average daily attendance on this basis. As will be noted this average cost has varied from year to year, from 64 cents per pupil in 1931-32 to \$1.48 in 1936-37 and 1939-40.

Tables II and III

These two tables show the total and average per pupil expenditure for school maintenance in county and city administrative units for the year 1939-40.

### II. EXPENDITURES FOR MAINTENANCE IN COUNTY UNITS, 1939-40

UNIT	Expenditures for Maintenance			Expenditure Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
Alamance	\$ 8,390.87	\$ 2,143.26	\$ 10,534.13	\$1.46	\$1.13	\$1.38
Alexander	2,021.00	23.80	2,044.80	.85	.06	.59
Alleghany	820.38		820.38	.48		.46
Anson	898.86	99.56	998.42	.42	.04	.22
Ash	4,357.03	2.50	4,359.53	.85	.02	.83
Avery	1,607.76	609.40	2,217.16	.46		.24
Beaufort	657.36	1,593.48	2,250.84	.31	.41	1.63
Bertie	8,884.66	269.70	9,154.36	1.88	.10	1.13
Bladen	6,905.90	353.42	7,259.32	1.51	.20	1.03
Brunswick	3,925.30	1,100.00	5,025.30	1.22	1.88	1.25
Buncombe	15,481.27	16.00	15,497.27	8.042.97	1.75	.09
Burke	8,026.97	59.40	8,086.37	7.527.64	1.57	.07
Cabarrus	7,468.24	5.00	7,473.24	4.517.86	.78	.74
Caldwell	4,512.86	610.85	5,123.71	7.438.55	9.80	5.67
Camden	8,627.70	530.86	9,158.56	2.62	.65	2.24
Carteret	8,784.88		8,784.88			

As in the case of operation of plant, expenditures for maintenance varied widely among the units. Even after making the per pupil calculations, the units varied considerably in this respect.

In county units the amounts expended per pupil varied from 22 cents in Anson to \$5.67 in Camden. The average spent in county units for maintenance was \$1.39 per pupil—\$1.72 in white schools and 53 cents in Negro schools.

The average expenditure for these purposes in city units was \$1.72—\$2.10 in the case of white pupils and 93 cents in the case of Negroes. The range in city units was from 26 cents in Wadesboro to \$4.16 in Morganton. In the case of white pupils alone city units varied from 19 cents in Wadesboro to \$4.99 in Morganton.



### III. EXPENDITURES FOR MAINTENANCE IN CITY UNITS, 1939-40

UNIT	Expenditures for Maintenance			Expenditure Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
Albemarle	\$ 1,533.12	\$ .....	\$ 1,533.12	\$ .74	\$ .....	\$ .74
Andrews	873.93	286.76	1,160.69	.82	.83	.80
Ashboro	1,498.43	993.49	2,491.92	1.00	.73	.97
Ashville	18,632.38	1,096.08	19,728.46	3.49	1.19	2.55
Burlington	4,535.45	1,307.35	5,842.80	1.30	1.27	1.28
Canton	6,963.32	1,307.35	8,270.67	2.73	1.27	2.67
Chapel Hill	1,319.96	1,307.35	2,627.31	1.69	.27	1.15
Charlotte	22,564.19	3,329.25	25,893.44	2.00	.67	1.59
Cherryville	195.02	785.07	980.09	.59	.68	.61
Clinton	715.72	368.61	1,084.33	.85	.53	.69
Concord	6,620.60	233.00	6,853.60	2.81	.31	2.21
Durham	23,558.12	10,191.31	33,749.43	3.73	2.32	3.15
Edenton	1,552.78	1,554.40	3,107.18	1.66	1.59	1.62
Elizabeth City	5,323.71	1,688.39	7,012.10	3.98	1.48	2.83
Elm City	1,484.55	261.08	1,745.63	1.88	.44	1.27
Enfield	566.41	137.03	703.44	1.44	.36	.91
Fayetteville	652.00	1,483.80	2,135.80	.62	.79	.77
Franklin	4,910.15	1,046.01	5,956.16	2.58	.72	1.77
Freemont	1,330.00	600.00	1,930.00	2.12	.82	1.42
Gastonia	897.15	149.85	1,047.00	2.50	.29	1.20
Glen Alpine	4,767.53	4,767.53	9,535.06	1.12	1.12	.93
Goldsboro	867.12	11.68	878.80	1.10	.05	.93
Greensboro	5,548.37	1,678.44	7,226.81	2.60	.84	1.75
Greenville	26,551.28	7,242.98	33,794.26	4.10	2.41	3.56
Hamlet	3,097.98	1,213.66	4,311.64	1.92	.91	1.47
Henderson	2,963.77	418.99	3,382.76	2.37	.51	1.63
Hendersonville	2,002.90	1,113	3,115.90	1.13	1.13	.67
Hickory	1,022.89	60.37	1,083.26	1.03	.22	.85
High Point	6,335.84	261.20	6,597.04	1.92	.41	1.68
Kannapolis	13,579.16	3,482.59	17,061.75	2.20	.29	2.29
Kings Mountain	4,847.21	486.93	5,334.14	1.26	.90	1.21
Kinston	1,403.47	1,559.00	2,962.47	1.07	.56	.98
Laurinburg	6,254.38	1,713.35	7,967.73	3.76	1.23	2.61
Leaksville	2,564.62	394.76	2,959.38	2.33	.33	2.33
Lenoir	7,932.92	917.18	8,850.10	2.24	.54	1.90
Lexington	5,199.42	46.65	5,246.07	3.14	.09	3.41
Lincolnton	1,533.04	201.44	1,734.48	1.16	1.02	1.14
Lumberton	2,454.58	240.87	2,695.45	2.15	.36	1.32
Madison	2,442.68	123.20	2,565.88	1.21	.31	1.08
Marion	1,419.18	156.03	1,575.21	1.21	.28	1.13
Monroe	807.76	40.70	848.46	.57	.11	.46
Monroeville	9,218.03	536.79	9,754.82	4.99	.43	5.57
Morganton	536.29	98.40	634.69	1.57	.30	1.97
Murphy	1,943.23	2,041.63	3,984.86	.95	.43	.90
Mount Airy	1,138.64	1,138.64	2,277.28	2.15	.91	3.06
New Bern	2,931.70	1,661.99	4,593.69	2.15	1.41	1.81
Newton	1,555.91	34.28	1,590.19	1.09	.10	.90
North Wilkesboro	586.78	61.65	648.43	.68	.41	.64
Oxford	2,447.44	204.98	2,652.42	1.86	.11	1.83
Pinehurst	637.11	191.08	828.19	.83	.48	1.07
Raleigh	10,755.39	3,635.58	14,390.97	2.09	1.20	1.77
Red Springs	1,318.24	523.04	1,841.28	3.18	.30	3.03
Reidsville	2,312.24	593.00	2,905.24	1.32	.52	1.00
Roanoke Rapids	3,626.20	156.49	3,782.69	1.62	.22	1.30
Rocky Mount	2,741.96	3,058.63	5,800.59	1.67	.32	1.18
Rocky Mount	7,821.42	343.55	8,164.97	3.28	.27	3.23
Salisbury	8,171.97	11,809.89	20,000.00	2.99	2.21	2.60
Sanford	936.19	76	1,012.19	.76	.00	.76
Shelby	3,432.56	825.80	4,258.36	1.45	1.33	1.43
Southern Pines	1,173.15	814.25	1,987.40	2.28	1.52	1.89
Statesville	1,816.17	10.85	1,827.02	.88	.01	1.65
Tarboro	2,961.61	792.53	3,754.14	2.49	.77	1.69
Thomasville	1,963.51	57.54	2,021.05	.88	.11	.74
Thomasville	2,296.93	257.25	2,554.18	2.50	.36	2.05
Tryon-Saluda	1,993.38	888.37	2,881.75	1.19	.83	1.31
Wadesboro	2,872.22	1,267.57	4,139.79	1.60	1.00	1.31
Washington	1,025.80	1,821.42	2,847.22	1.57	1.82	1.70
Weldon	3,969.42	6,930.67	10,900.09	1.82	.91	1.38
Wilson	21,347.09	28,277.76	49,624.85	2.56	1.20	2.00
Winston-Salem	\$313,228.17	\$65,628.43	\$378,856.60	\$2.10	\$ .93	\$1.72
Total						

\*Very few Negroes; no maintenance expense.

Cleveland	14,802.45	449.25	15,251.70	1.14	.14	1.57
Columbus	8,327.72	3,015.45	11,343.17	1.18	1.06	1.18
Crown	15,884.86	477.00	16,361.86	6.50	.23	3.63
Cumberland	8,882.80	2,007.39	10,890.19	1.82	.75	1.44
Cumtuck	1,684.22	252.89	1,937.11	1.85	.49	1.35
Dare	1,809.53	66.83	1,876.36	1.51	.62	1.44
Davidson	18,886.60	2,91	18,889.60	2.91	2.77	2.77
Davie	1,874.76	435.32	2,310.08	.59	.73	.61
Duplin	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Durham	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Edgecombe	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Forsyth	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Franklin	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Gaston	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Gates	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Graham	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Granville	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Greene	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Guilford	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Halifax	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Harnett	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Haywood	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Henderson	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Hertford	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Hoke	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Hyde	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Iredell	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Jackson	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Jones	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Lee	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Lincoln	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Macon	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Madison	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Martin	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
McDowell	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Mecklenburg	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Mitchell	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Montgomery	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Moore	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Nash	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
New Hanover	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Northampton	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Onslow	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Orange	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Pamlico	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Pasquotank	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Pender	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Perquimans	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Pitt	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Polk	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Randolph	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Richmond	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Robeson	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Rockingham	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Roxboro	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Rutherford	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Sampson	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Scotland	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Stanly	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Stokes	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Swain	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Tyrrell	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Union	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Vance	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Wake	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Warren	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Washington	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Wayne	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Wilkes	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Wilson	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Yadkin	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Yancey	8,030.38	2,917.43	10,947.81	1.43	.97	1.27
Total	\$705,820.59	\$85,340.06	\$791,160.65	\$1.72	\$ .53	\$1.39

\*Very few Negroes; no maintenance expense.



## Notes (Continued)

(Continued from page 7)

left teaching entirely during the past year. This loss of many of the South's best teachers is a direct result of the impact of the war effort on the schools. The fact that teachers' salaries in most States have increased only slightly while the cost of living and wages industries and work connected with the war effort have risen sharply has caused a far larger percentage of teachers than normal to seek other means of serving their country and earning a livelihood. These conclusions are the result of a study made by a committee representing the Southern States Work-Conference on School Administrative Problems and are incorporated in the bulletin entitled *Implications of the War Effort for the Schools* which has just been published.

This bulletin prepared by a committee of which A. D. Holt, Executive Secretary of the Tennessee Education Association, was Chairman, points out that during the past two years, while the cost of living has increased between 15% and 20% and while wages of workers of war industries have increased in many cases as much as 50%, teachers' salaries throughout the South have increased only 5%. Some of the more wealthy communities have been able to increase teachers' salaries somewhat more than this average, but many of the poorer communities have not been able to make any increase at all because of their limited financial resources. It is these poorer communities, which in many cases are in rural areas, that have lost the largest percentage of the teachers, the loss in a number of situations being as high as 50% of all the teachers employed.

This bulletin on *Implications of the War Effort for the Schools* also discusses and makes recommendations regarding adjustments in school administration resulting from the war effort, adjustments in curriculum, school plant adjustments, transportation adjustments and financial adjustments.

### Government Distributes War Film

A comprehensive program for the production and distribution of official government 16mm sound motion pictures about the war has been developed and put into operation by the Bureau of Motion Pictures of the Office of War Information. These motion pictures, planned to inform the American people about the war effort and what they can do to help, are available to schools, businessmen's and fraternal clubs, women's groups, industrial workers, and other users of non-theatrical films through more than one hundred fifty established film libraries and film rental agencies in all parts of the country.

### Blanks Requesting Information for New School Directory Sent Out

Early in September blanks requesting a revision of the information with reference to the public schools were sent to all county and city superintendents. Practically all these blanks have been returned, and corrections are being made in the State office in order that the new publication may be printed as early as possible. At this time, it appears that this publication will not be ready for distribution until the latter part of November. When it is available copies will be sent to superintendents, and all others may secure a copy upon request to the Director of Publications, State Department of Public Instruction, Raleigh, North Carolina.

The cost to users of obtaining these films has been kept at a minimum. The Motion Picture Bureau's policy is that "In addition to transportation costs, distributors are permitted to make a service charge to the users not to exceed 50 cents for the first subject and 25 cents for each additional subject included in a single shipment."

Schools and other groups interested in obtaining official government war films for use in a planned program of war information should seek information directly from the Extension Division of the University, Chapel Hill, N. C. A complete list of all distributors of official government war films may be obtained upon request from the OWI BUREAU OF MOTION PICTURES, 1400 Pennsylvania Avenue, Washington, D. C.

### We Still Need Pictures

In response to our "want-ad" in the September *Bulletin* stating the need for pictures, only a few pictures were received. We know that there are a number of pictures (photographic prints) in many schools; and so we urge you again, when you read this, to send us prints which you made of any good teaching situations or school activities. We need to show in the Biennial Report by picture cuts something of what is being done in the public schools. This Report goes to members of the Legislature and other interested citizens of the State.

We shall appreciate your cooperation, therefore, in this respect. Label each picture on the back in order that we may know what it intends to portray. The picture will be returned to you if so requested. Mail all pictures to the editor of this publication.

### Bird Book Comes from Press

The State Department of Public Instruction is glad to announce

through the *Bulletin* the receipt from the press of the new book, "Birds of North Carolina." This book will make a fine addition to any library, private or public; it incorporates features that will be especially useful in the schools.

The authors, T. Gilbert Pearson, C. S. Brimley and H. H. Brimley, are the best authorities on North Carolina birds. In its 448 pages they have put the scientific facts and notes of popular interest about all the 396 different kinds of birds that have been known to occur in this State. The book is well illustrated. There are 20 full-page color plates picturing 85 species, 17 full-page black and white plates showing 127 species and 140 text figures for individual species. These illustrations are by the well known bird artists Robert Bruce Horsfall, Rex Brasher and Roger Tory Peterson. The book is printed in a handy size, 6½x9½, and the printing is pleasingly clear and well arranged. It has a substantial, fine looking, cloth binding.

Copies may be secured from the State Museum Division, North Carolina Department of Agriculture, Raleigh, North Carolina at \$3.50 each.

### Survey Reveals Need for Dental Attention

Approximately 85 per cent of the boys of last year's junior and senior classes need dental attention, it was disclosed from a recent survey made by a committee from the North Carolina Dental Society.

Examinations were held in about 500 high schools located in 60 counties of the State. In these counties 15,786 boys were examined. The survey revealed that 46,991 teeth needed fillings, that 14,028 permanent teeth had already been lost, and that 3,196 teeth needed to be extracted. It also brought to light the fact that 4,085 boys, more than a fourth of those examined, had diseased gums.

As a partial remedy for the situation existing in this respect, the Executive Committee of the North Carolina Dental Society has approved a reduced scale of fees for dental work done for these boys. These students, therefore, should be advised by principals and teachers to ask for the student rate of dental fees when they have their dental defects corrected.

### Committee Requests Adoption of Constitutional Amendment

The "State Committee for Constitutional Amendment" to consolidate the present five educational boards into one central board has sent the following letter to many interested citizens of the State:

*To the Voters of North Carolina:*

At the general election in November the voters of this State will



be afforded an opportunity of passing upon the wisdom of changing the machinery by which our present school system is administered.

It has fallen my lot to act as Chairman of the Committee organized to promote the adoption of this amendment to our Constitution. I accept this honor because the amendment will serve to promote education in North Carolina and assure a better administration of our school system.

At present the public schools are administered by five separate boards. In simple terms this amendment abolishes these five boards and creates one central board of education, with full authority to administer the school system of our State. In addition, it requires that a board member be chosen from each Congressional District. This gives representation to every section of the State.

The adoption of this amendment will be a forward educational step, and I commend it to all the people of this State.

Respectfully,  
MONROE M. REDDEN,  
State Chairman.

## New Booklet on North Carolina Issued

A new 44 page booklet, *The Settlement of North Carolina*, has just been published by Miss Cordelia Camp, Associate Professor of Education, Western Carolina Teachers College, Cullowhee. Miss Camp and Eddie W. Wilson are co-authors of the booklet. They state in the foreword that "The purpose of this work is to provide additional supplemental material for eighth grade boys and girls who are studying the State." The booklet is illustrated with North Carolina photographs and contains a map showing in color the settlement of North Carolina according to race. Copies may be obtained from Miss Camp at 35 cents each.

## North Carolina Represented at National Institute on Education and the War

The National Institute on Education and the War called by U. S. Commissioner of Education, J. W. Studebaker, and held in Washington, D. C., August 28-31 was attended by a number of North Carolinians. Among the invited delegates who attended were: Dr. Clyde A. Erwin, State Superintendent of Public Instruction; Nathan H. Yelton, Executive Secretary of the State School Commission; T. E. Browne, Director of the Division of Vocational Education; H. A. Perry, Coordinator for the Twelve Year Program Study; J. E. Miller, Director of Adult Education; President Frank Graham of the University of North Carolina; Dean Francis Bradshaw, U. N. C.; Dr. W. Carson Ryon, U. N. C.; Dr. Ralph McDonald, U. N. C.; Russell Grum-



*Governors' wives and Superintendent Clyde A. Erwin observing an exhibit of art work made by North Carolina boys and girls.* These articles were put on display at the meeting of the National Association of Governors which met at Asheville on June 21, and were used as favors for the governors and their wives. The articles exhibited consisted of pottery, wood, metal and leather products, crafts, paintings, textiles, and other art forms. The exhibit created a great deal of interest and attention among those present. Reading left to right, the wives of governors in this picture are: Mrs. Frank Dixon, Alabama; Mrs. Herbert O'Connor, Maryland; Mrs. Spessard L. Holland, Florida; Mrs. J. Melville Broughton, North Carolina; Mrs. Harold Stassen, Minnesota; and Mrs. Nelo Smith, Wyoming.

mon, U. N. C.; John C. Lockhart, Fred Greene, and Jule B. Warren of the N. C. E. A.; and Dr. W. C. Jackson of the Woman's College, U. N. C.

Several of these delegates were on one or more of the programs during the four day session.

Four major problems were considered at the Institute:

1. Wartime Demands for Trained Manpower
2. Wartime Calls for Volunteer Service.
3. Adaptation of the Curriculum to Meet War and Post War Needs
4. Finance and Facilities

Approximately 500 delegates from the 48 states were present to participate in the 26 problem conferences and six general sessions. Information helpful to educators in developing programs in which the public school can make a better contribution in such matters as training war workers and men for the services, rationing, sale of bonds and stamps, salvage, civilian defense, price control, and anti-inflation drives was presented to those present. Speakers of national prominence such as Paul V. McNutt, Leon Henderson, J. W. Studebaker, Elmer Davis, Maj. Gen. Lewis B. Hershey and Lt. Gen. Brehon Somervell discussed the school's role in wartime.

Proceedings of the Institute are being published and will soon be made available to school people throughout the country in connection with a nation-wide follow-up program. A committee "Statement to the Wartime Commission Con-

cerning the Work of the Schools in Relation to the War" is printed elsewhere in this *Bulletin*.

## North Carolina Ranks 32nd in Number of College Graduates

The 1940 census shows that 67,036 residents of North Carolina twenty-five years old and over had completed four years of college work. This means that 4.1 percent of the population twenty-five years old and over were college graduates. This is the minimum figure for North Carolina, as for other states, since the census is never complete on items of this sort. The margin of error is perhaps about the same for all the states.

There were 88,864 residents of the state twenty-five years old and over who had completed from one to three years of college work. This means that the minimum total of 155,900 residents of North Carolina twenty-five years old and over have completed one or more years of college work. Several thousand of these have completed one or more years of post-graduate work in colleges and universities.

North Carolina shares 32nd rank with two other states in ratio of college graduates in the population twenty-five years old and older. The rank of the state in this respect is considerably better than in most economic and social items in which the states have been ranked. The explanation may be due in part to the fact that colleges and univers-



ities are widely scattered over the state, there being more than fifty colleges and universities in North Carolina. There are only nine or ten states which surpass North Carolina in the total number of colleges and universities. Having a college near place of residence is conducive to college attendance by large numbers of high school graduates who otherwise would not enter college.—*U.N.C. News Letter*.

## A Statement to the Wartime Commission Concerning the Work of the Schools in Relation to the War

(Developed at the National Institute on Education and the War, Aug. 31, 1942)

At a joint meeting of the Chief State School Officers and the Executive Secretaries of state teachers associations the President of the Chief State School Officers was requested to name a committee to draft a statement designed to give understanding, impetus, and direction to the great need expressed by individuals in attendance at the National Institute on Education and the War for a summary setting forth the urgency of more closely correlating the work of the schools to the war effort.

Following is the committee statement:

It has become increasingly evident that the present world conflict has reached such proportions and such a stage that every force at the command of the people of the United States must be thrown into the war, at the earliest possible moment. The time of victory will be reduced in proportion to the extent to which we fully utilize these forces.

Education must make its special and particular contribution to the struggle. Fighting with learning is the slogan of victory. To this end certain of the educational leadership of the United States has been assembled in Washington by the United States Office of Education to consider the contribution of the schools to the war effort.

Because of the close relationship existing between the schools and the home, special consideration has been given to the place of elementary and secondary education as it serves in both the rural and urban areas of the nation.

During the four days, conclusive evidence has been submitted by the armed forces of the United States and those associated with them that not a moment should be lost in the full use of the power of the nation to the war effort. Never was there a time when educational workers faced heavier responsibilities for adjusting the school program to a great national need. Never was there a time when these workers might take greater pride in the significance of their work, never a better opportunity

to serve children, young people, and the nation.

The urgency of the situation requires that important adjustments be made in the programs of the elementary and high schools *immediately*. There is not time to be overly strict in definitions regarding the functions of education. Materials are already available showing how modifications may be made. For the high schools there is strong evidence that college admission authorities will be eager to modify college entrance requirements to meet the new need as brought to their attention by the leaders of the secondary schools.

It is the belief of this committee that modification of school programs should provide opportunity for curricular, extra-curricular, health service and community service programs in order that the student body may prepare itself to meet the demands of the armed forces, industry, and community service.

### Curricular program to provide for:

a. Courses in arithmetic, algebra, geometry, general mathematics, and in some cases trigonometry where many of the problems will be drawn from the field of aviation, navigation, mechanized warfare, and industry.

b. Courses in industrial arts related to war needs and with special application to the operation of tools.

c. Courses in auto-mechanics often in cooperation with local garages and farmers with particular emphasis on the repair and operation of trucks, tractors, and automobiles.

d. More practical courses in cooking and sewing designed to assist home living.

e. Courses in physics particularly stressing the characteristics of mechanics, heat, radio, photography, and electricity.

f. Teaching units giving increased emphasis on health in both the elementary and high schools.

g. Revised social study courses to give a knowledge of war aims and issues as well as actual experience in community undertakings.

h. One or more units of study dealing with an understanding of the armed forces to provide general understanding and lessen the time required for induction.

i. Unit pre-flight courses as outlined by the armed forces in the larger schools.

j. Instruction that will give an appreciation of the implications of the global concept of the present war and post-war living.

### Extra-curricular programs to provide for:

a. School lunches giving special attention to providing proper nutrition for the child.

b. Student assembly programs designed to give children an appreciation of the fact that they have a definite part in the defense of the United States.

c. The contributions of such or-

ganizations as Girl Scouts, Boy Scouts, Camp-fire Girls, 4-H Clubs, Junior Red Cross, and Future Farmers of America.

d. Student councils and similar organizations to give training to students in the American way of life through active participation.

### Health services to provide for:

a. The correction of physical deficiencies as early and as often as is necessary.

b. Physical fitness programs designed to increase the bodily vigor of youth.

### Community service programs to provide for:

a. Promoting salvage drives, home assistance, farm labor, home gardens, and other community undertakings.

b. Cooperating with other community agencies in lessening juvenile delinquency which increases as homes become broken or disrupted through army service, employment changes, or other causes.

c. Utilizing every occasion to give to parents an appreciation of how the schools serve youth.

d. Developing a feeling of security by teachers and others in our ideals.

e. Cooperating with existing agencies of defense.

f. Assistance and understanding in consumer buying.

g. Library facilities to make available materials and services that will enable the people to make intelligent decisions on war and post-war issues.

The teachers of the United States are faced with heavy responsibilities in directing the schools part in the promotion of the war as brought out in a statement by President Roosevelt to the Conference when he said that:

"Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every school house become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of goodwill who seek to bring to this earth a lasting peace."

*Addendum:* That emphasis be placed upon appropriate pupil guidance.

## To the Teacher- Personnel

In wartime, good teaching is more important than ever. But conditions are such that there is imminent danger that teachers in



# The defense of children requires positive action by every citizen

## . . . Are you doing your part?

Defend them from external danger Make them	SAFE	And they shall live to achieve the goals of our democracy
Defend them from accident and disease Make them	HEALTHY	And their health shall insure a sound people for the future
Defend them from hunger and undernourishment Make them	STRONG	And as men and women they shall be equal to the work of the world
Defend them from insecure home life Make them	CONFIDENT	And their self-reliance shall strengthen our free society
Defend them from poor schooling Make them	PREPARED	And their knowledge and skill shall build a finer Nation
Defend them from lack of wholesome play Make them	HAPPY	And they shall learn to pull together for the common welfare
Defend them from child labor and other bars to opportunity Make them	FREE	And they shall help bring about equal opportunity for all youth
Defend them from bad neighborhood influences Make them	UPRIGHT	And they shall have the character to guard our way of life
Defend them from prejudice Make them	TOLERANT	And they shall respect freedom as the birth-right of all

(From *Defense of Children Series No. 1*, Children's Bureau, U. S. Department of Labor.)

large numbers will be drawn away from the profession. Each individual teacher should stand by his post until sent for or until fully convinced that his services elsewhere will be of more value to his country. Each should strive to rise to the demands of a tremendous present, of a fateful future. Young people who are preparing for teaching should stick to their purpose lacking clear evidence that society has greater need of them for other duties. School officials should encourage and support teachers vigorously. The people should prove that they appreciate what good teaching means to our nation, and that they are determined that good teachers shall be prepared and retained.

Now, in a great crisis of our civilization when the guidance of youth has become a matter of supreme moment, teachers must rededicate themselves, and the people must reaffirm their appreciation and support.—*This War and the Teacher*, The Commission on Teacher Education of The American Council on Education.

## Fire Prevention Week, October 4-10

Fire Prevention Week in North Carolina will be observed this year on October 4-10. During this period especially the schools should call attention to the losses sustained by fires and all teachers and children should participate in fire drills. Under North Carolina laws, clean buildings and regular fire drills are required. This particular week,

therefore, simply stresses the importance of fire prevention and gives an opportunity for children to engage in a program of activities centering around "fire prevention" and to practice drills in case there should be a fire.

## Priorities Affect Schools

School executives will want to obtain the newest Preference Rating Order issued in December by the Office of Production Management, now known as the War Production Board. It is designated as P-100 and covers priority assistance for the purchase of materials and supplies for public school maintenance and repairs. The new order replaces Preference Rating Order P-22 and provides the use of an A-10 priority rating to educational institutions, to obtain materials for maintenance and repair, and for operating supplies.

The order restricts the amount of materials which can be accepted for inventory of maintenance, repair, or operating supplies to an amount not exceeding 110 per cent of the maximum dollar volume purchased during the corresponding calendar quarter of 1941. No materials may be accepted for inventory until such inventories have been reduced to a practicable working minimum.

Schools may apply the rating by signing the following statement:

"Material for Maintenance, Repair or Operating Supplies—Rating A-10 under Preference Rating Or-

der P-100 with the terms of which I am familiar."

The person signing such a statement should be duly authorized to do so by Board action and should be thoroughly familiar with the provisions of the order and with the terms of Priorities Regulation Number 1 as amended.

However, in cases of expansion and purchasing new equipment not falling in the above categories, application should be made for a preference rating on any order for which priority is needed by making application for a rating on form PD-1. Of course, every effort should be made to obtain materials and supplies through the usual commercial channels before filling out the application. Additional PD-1 forms may be secured from your nearest Priorities Field Service Office of the War Production Board. (One is located in every state metropolis and some states have several.)

Schools planning major expansion should use form PD-200. If their application is granted they then receive a project rating. (This is the form used by schools in defense areas where population has increased greatly.)

Vocational schools applying for materials should first apply for a blanket rating to secure a P-92 rating, covering steel plate, welding electros, etc. In applying for this blanket rating schools should use form PD-183. Once they have obtained their blanket rating P-92, they keep right on using it in requesting additional supplies.



# Laws, Rulings and Opinions

*Disposition of Taxes; Division of Current Expense Funds Between County and City Administrative Units.*

*Reply to Inquiry:* In your letter of August 19, 1942, you make two inquiries concerning Sections 15 and 20 of the School Machinery Act of 1939 (1939, c. 358).

First: You inquire if fines, penalties, forfeitures and taxes should be apportioned and distributed to the county and city administrative units when collected and applied to the current expense school fund of those two units according to the per capita enrollment existing at the time of collection; or should they be so apportioned and distributed according to the per capita enrollment existing at the time of levy.

Subsection (c), of Section 15 of the Public Laws of 1939 (the 1939 School Machinery Act), reads, in part, as follows:

"All county-wide Current Expense school funds shall be apportioned to county and city administrative units and distributed monthly by the county treasurer to each unit located in said county on a per capita enrollment basis. County-wide expense funds shall include all funds for current expenses levied by the Board of County Commissioners in any county to cover items for Current Expense purposes, and including also all fines, forfeitures, penalties, poll and dog taxes and funds for vocational subjects."

I am of the opinion that this distribution should be made according to the per capita enrollment of the two units in the year for which the fines, etc., accrued or the taxes were levied. These items become due in the year in which the fines, etc., accrue or the year in which the taxes are levied, and the city and county administrative units become entitled to their proportionate shares thereof according to their per capita enrollment existing in that year—the year of accrual or levy.

Second: You inquire if the County Treasurer should continue to remit to the county and city administrative units their proportion of such collections after the full amount of the unit's current expense fund budget has been paid.

That portion of subsection (c) of Section 15 of the 1939 School Machinery Act which relates to Capital Outlay Funds, reads, in part, as follows:

"Provided, that the payments to any administrative unit shall not exceed the actual needs of said units, including sinking fund requirements."

The Current Expense Fund, which is regulated by the same subsection, you will note, does not contain such a limitation. Therefore, I am of the opinion that the County Treasurer should continue to distribute this fund even though

the full amount of the unit's current expense fund budget has been paid. Of course, no unit could expend more in any fiscal year than the budget of the county provides for it, regardless of the funds deposited to its credit.—Attorney General, August 29, 1942.

*Teachers; Election; Continuing Contract; Resignation*

*Reply to Inquiry:* You state in your letter of August 19 that a teacher in a county administrative unit, who was employed to teach in a school in this unit during last year due to the allotment of teachers by the State School Commission, was notified that she would be transferred to another school in the county and that she verbally agreed to do this. You further state that she is now attempting to resign in order to secure another position but that she could not now give the proper notice as it is less than thirty days until the schools in the administrative unit begin. You desire to know whether this teacher can resign under the above circumstances without giving thirty days notice prior to the opening of school.

Section 7 of the School Machinery Act of 1939, as amended, provides that the principals of the districts shall nominate and the district committees shall elect the teachers for all the schools of the districts, subject to the approval of the County Superintendent of Schools and the County Board of Education. It is further provided in this Section that the distribution of the teachers between the several schools of the district shall be subject to the approval of the County Board of Education.

Under the provisions of the present School Machinery Act, when a teacher is elected and signs a contract, this contract continues from year to year until the teacher is notified, as provided in Section 12 of the School Machinery Act. Section 12 of the School Machinery Act makes it the duty of the County Superintendent in a county administrative unit to notify all teachers by registered letter of their rejection prior to the close of the school term, subject to the allotment of teachers made by the State School Commission. It is also provided in Section 12 that teachers desiring to resign must give not less than thirty days' notice prior to opening of school in which the teacher is employed to the official head of the administrative unit in writing and if the teacher violates this provision, such teacher may be denied the right to further service in the public schools of the State for a period of one year, unless the County Board of Education of the unit wherein the provision was violated waives the penalty by appropriate resolution.

From the above provisions of the School Machinery Act, it appears

to me that a teacher is elected by the committee of the district to teach in that particular district and that the distribution of the teachers between the several schools of the district should be made by the local school committee, but this is not effective until it has been approved by the County Board of Education. Of course the whole set up is subject to the allotment of teachers made by the State School Commission.

It is, therefore, my opinion that the contract of the teachers about which you inquire is still in effect and as the allotment of teachers has been made by the State School Commission, the committee in the district in which this teacher was employed would have a right to assign her to any school within the district and if she desired to resign, it would be necessary that she give the thirty-day notice required by Section 12 of the School Machinery Act, unless the local school authorities agreed to release her from her contract or agreed not to invoke the penalties prescribed in Section 12 for the failure to give the proper notice.

*Debt Service; Distribution; Local Supplement; Request for Funds*

*Reply to Inquiry:* Receipt is acknowledged of your letter of July 2, received by this office on July 6, enclosing letter from....., Superintendent of ..... Public Schools, dated June 11, 1942, and a letter from ..... Superintendent, ..... Public Schools, dated July 1, 1942.

The letter from Mr. .... raises the question as to whether indebtedness to the State Literary Fund should be included in the school debt service budget of the county. Section 15 of the School Machinery Act of 1939, as amended, provides for the filing of a debt service budget by both county and city administrative units. This Section further provides for the distribution of debt service funds in the following manner:

"All county-wide Debt Service funds shall be apportioned to county and city administrative units and distributed at the time of collection and when available shall be expended in the same manner as are county-wide Current Expense school funds: Provided, that the payments to any administrative unit shall not exceed the actual needs of said units, including sinking fund requirements. The per capita enrollment basis shall be determined by the State School Commission and certified to each administrative unit. Provided, further, that the debt service apportionment between county and city administrative units shall apply only to debt service for capital outlay obligations incurred by counties and cities prior to July 1, 1937, except in those counties where special legislation has been enacted



providing for the issuance of school building bonds in behalf of school districts, and special bond tax units. (The provisions of this amendment do not apply to refunding bonds issued for school capital outlay obligations.)"

It is my opinion that the debt service budget of the county should include all county-wide obligations, including the amount due the State Literary Fund. However, when the distribution of county-wide debt service funds is made between county and city administrative units, obligations for capital outlay are not to be considered unless incurred prior to July 1, 1937, except in counties where special legislation has been enacted providing for the issuance of school building bonds in behalf of school districts and special bond tax units.

The question of what a tax receipt should contain is governed by Section 1102 of the Machinery Act of 1939, as amended, which is as follows:

"Such persons as the county commissioners may designate shall fill out the receipts and stubs for all taxes charged upon the tax books. The form of such receipts and stubs shall be approved by the State Board of Assessment and shall show at least the following:

"(a) The name of the taxpayer charged with taxes.

"(b) The amount of valuation of real property assessed for county-wide purposes.

"(c) The amount of valuation of personal property assessed for county-wide purposes.

"(d) The total amount of valuations of real and personal property assessed for county-wide purposes.

"(e) The rate of tax levied for each county-wide purpose, the total rate for all county-wide purposes, and the rate levied for any special district or subdivision of the county, which tax is charged to the taxpayer.

"(f) The amount of the valuation of property assessed in any special district or subdivision of the county.

"(g) The amount of ad valorem tax due by the taxpayer for county-wide purposes.

"(h) The amount of poll tax due by the taxpayer.

"(i) The amount of dog tax due by the taxpayer.

"(j) The amount of tax due by the taxpayer to any special districts or subdivisions of the county.

"(k) The total amount of tax due by the taxpayer to the county and to any special district, subdivision or subdivisions of the county.

"(l) Amount of discounts.

"(m) Amount of penalties."—Attorney General, July 14, 1942.

# Tar Heel Educators

By Geraldine Coburn of The North Carolina Historical Commission

## John Chavis

One of the most outstanding Negroes in North Carolina was the educator and preacher, John Chavis. His early life is veiled in mystery, and, other than traditional stories and the known fact that he was a free Negro and a Revolutionary soldier, little is recorded about his birth or where he received his education. Some say that he was born in the West Indies and that from there he went to Oxford University, in England, before coming to America, but there are many conflicting stories about his birth and how he happened to arrive in the Old North State. It is generally believed that he was a native of the State and was born near Oxford in Granville County about the year 1763. If this was the case, he probably received his desire for an education from another free Negro and slave owner, Tom Blackwell, who was a leader of the community. Some claim that Chavis was sent to Princeton to see if a Negro was capable of receiving a college education, and, since there were one or two Negroes and several Delaware Indians at the institution studying as special students about the time Chavis is supposed to have been there, it is quite possible that he was one of them. It is definitely known that about the close of the eighteenth century he pursued the regular course of study at Washington Academy, now Washington and Lee University, in Lexington, Virginia, that he had an unusual mastery of Latin, Greek, and English, and that he was a licensed Presbyterian preacher and a very effective teacher.

In 1801 the General Assembly of the Presbyterian Church in Philadelphia passed a resolution that "Mr. John Chavis, a black man of prudence and piety," who by this time had been licensed to preach by the Presbytery of Lexington in Virginia, "be employed as a missionary among people of his own colour . . . ." This duty he carried out until about the year 1805 when he joined the Orange Presbytery to preach for the next twenty-odd years in Granville, Orange, and Wake counties.

Chavis proved to be a very successful preacher, but he is best known for his educational work which began some time before the year 1808. In *The Raleigh Register* for August 26, 1808, appeared this notice:

"John Chavis takes this method of informing his Employers, and the Citizens of Raleigh in general, that the present Quarter of his School will end the 15th of September, and the next will commence on the 19th. He will, at the same time, open an Evening School for the purpose of instructing Children of Colour, as he intends, for the accomodation [sic] of some of his employers, to exclude all Children of Colour from his Day School . . . .

Those who think proper to put their Children under his care, may rely upon the strictest attention being paid, not only to their Education but to their Morals, which he deems an important part of Education."

As late as 1830 Joseph Gales, editor of *The Raleigh Register*, spoke of having attended an examination given by John Chavis in his school. He praised the pupils and the teacher, saying that they set an example both in behavior and scholarship which their white superiors would do well to imitate.

Chavis was received as an equal by some of the most respectable people of his day, and among his many prominent white students were Archibald E. Henderson and John L. Henderson (sons of Chief Justice Leonard Henderson), Charles Manly (the last Whig governor of North Carolina), and Abraham Rencher (a member of Congress and governor of New Mexico). Many also say that Willie P. Mangum was a student of his, for their relationship with each other was very intimate and Chavis always showed a keen interest in everything that affected the life and future of the great statesman.

Around 1830 nearly all of the Southern states passed laws to prevent all persons from teaching slaves to read or write, and any man found guilty of doing so was likely to be fined, imprisoned, or whipped at the discretion of the court. At this time too there was much public feeling displayed against free Negroes, and many laws were passed restricting their freedom. They were deprived of suffrage, marriages between slaves and free Negroes were forbidden, and they were not allowed to preach or teach. This must have been a serious blow to Chavis, but not once did he show any bitterness in his heart toward those imposing the laws, and, strange as it may seem, he was opposed to the abolition of slavery. In his advanced age, when he had no means of livelihood, the Presbytery promised to pay him \$50 annually for the remainder of his life.

Years before the United States abolished slavery by the Thirteenth Amendment and while the traffic in human lives continued, the remarkable John Chavis stood out as a credit to his race. Today the City of Raleigh has named a recreational center Chavis Park and a new housing development Chavis Heights, and the State of North Carolina has erected a marker commemorating this outstanding Negro.



## From The Past

5 Years Ago

*Public School Bulletin* (October, 1937): With the State-aid program of adult education now underway in ten counties and approved for eleven others, North Carolina is changing an emergency measure to a permanent program as a definite part of the public school system. The program has already started in Buncombe, Catawba, Gaston, Mecklenburg, Rutherford, Union, Surry, and Swain Counties and in the cities of Durham and Gastonia.

A statement of the operation of the General Fund for the fiscal year ended June 30, 1937 showed the obligation of public schools to be \$22,111,307 for that year.

Two Mecklenburg high schools—Derita and Matthews—won high honors at the Cleveland County Fair when for the second time in succession the Derita school's livestock judging team won the silver cup for first prize and Matthews High School's Frank Campbell won the highest individual honors.

Fire Prevention Week, which is sponsored annually by the State Insurance Department, was observed in quite a few of the larger school units of the State during the week of October 3-9.

The Carolina Farmer Degree, the third highest in the State, was awarded to 22 young men at the State Convention of Young Tar Heel Farmers, July 23, 1937.

15 Years Ago

*Standards for the Elementary Schools* (Publication No. 116): Number of standard schools—in counties 105; in special charter units 77; total 182.

"It is suggested that superintendents begin to give the same careful consideration to the employment of principals for elementary schools that they have been giving heretofore to the selection of high school principals." A. T. Allen.

*Directory of the School Officials:* The State Board of Education was composed of the following: A. W. McLean, J. Elmer Long, W. N. Everett, Baxter Durham, B. R. Lacy, D. G. Brummitt and A. T. Allen.

T. Wingate Andrews was president of the North Carolina Education Association.

R. H. Wright was president of East Carolina Teachers College.

Some of the county superintendents not now in office were the following: John M. Cheek, R. W. Allen, J. O. Goodman, A. C. Reynolds, J. H. Workman, J. A. Capps, W. R. Thompson, A. L. Martin, R. H. Backman, C. C. Russ, Maude C. Newbury, B. C. Siske, W. H. Pittman, E. L. Best, F. P. Hall, J. H. Moody, and J. F. Webb.

30 Years Ago

*Circular Letter of State Superintendent:* Necessary expenses for the proper maintenance of a public school:

## Children and the War —An Educational Policy

**Protection—Adequate protection of children demands:**

Utilizing, when plans are made for children, the experience and preparation of teachers

Securing responsible informed leaders

Obtaining suitable equipment, such as air raid shelters, gas masks, and identification tags

Planning for evacuation

Preparing children psychologically to meet real and incipient fears through wholesome experiences, satisfying discussions and frequent drills

Cooperating with parents in maintaining children's morale and safeguarding their development

Providing nursery school and kindergarten care for children under six as part of any plans for full day care of children of working parents

Providing educational and recreational facilities for all children in defense areas

Expanding school facilities and services to supply lunches, summertime programs, supervised out-of-school play, and other recreation activities

Adjusting school organization and programs to meet child and community needs

Recognizing that good teaching is defense work

Unifying the actions of schools with other community agencies

Maintaining efficient teaching and administrative staffs

**Participation—Intelligent participation by children includes:**

Understanding patriotism, citizenship, democracy and their symbols, through daily experiences

Discussing questions concerning the war

Sharing the war effort through doing daily jobs well

Developing independent health habits; assuming individual responsibility

Conserving and salvaging materials for use in defense

**Perspective—Balanced perspective for children requires:**

Sensing what America is fighting for by developing an understanding of democratic ideals through daily practice in living them

Seeing that America's fight for democratic principles is but one part of mankind's long struggle for freedom

Knowing the real values that war cannot destroy

Understanding the necessity for personal sacrifices

Understanding and appreciating others by stressing fundamental likenesses as opposed to superficial differences among citizens of a democracy

—Wartime Commission  
U. S. Office of Education

1. A suitable house with respectable equipment in every district.
2. Reasonably efficient supervision.
3. Properly qualified teachers and enough of them to do thorough work in branches required to be taught in public schools.
4. Reasonable incidental expenses, such as fuel, stoves, buckets, etc.

## From The Press

*Davidson County.* All schools of Davidson County's rural system will operate lunch rooms this year, but definite arrangements have not been made as to price of meals and the type lunches to be served, announced Supt. Paul F. Evans.

*Charlotte.* The city school board last night (Sept. 1) voted that tuition for out-of-city pupils who enter city schools for the current term be reduced from \$54 to \$25 for the twelfth grade, but the fee of \$12 for all other grades will stand for this year.

*Winston-Salem.* "School Lunches" was the subject of the program presented at the meeting of the Friendly Sewing Club at the home of Mrs. R. R. Wilson on Devonshire Street.

*Nash County.* The white elementary schools of Nash County have met the 1942 requirements for rating as standard elementary schools, Superintendent L. S. Inscoc stated recently.

*Onslow County.* An elementary school will be established at Hadnot Point for the children living in the defense area, according to A. H. Hatsell, Superintendent of Public Instruction of Onslow County.

*Wake County.* Due to the shortage of food, the Garner P.T.A. held a canning project yesterday (Aug. 20) in the school Home Economics building, at which 15 women and girls were present. A total of 83 quarts of fruits and vegetables donated by members of the community were canned.

*Shelby.* High school students, both boys and girls 16 years of age or older, who wish to apply for training in the newly-installed distributive education department of the senior high school, must obtain applications from Miss Margaret Bickerstaff, coordinator for the program.

*Greenville.* One of the several ways in which Greenville High School will attempt to do its part in the war effort is the scheduling of a new course of a practical type. Between twelve and fifteen boys will be able to do actual shop work with gasoline engines this year under the supervision of a first rate mechanic.

*Wilson.* More than sixty men and women from Wilson and the surrounding territory are receiving free vocational training through the Wilson City Schools in preparing for war production jobs, it was announced here recently by City Superintendent of Schools, S. G. Chappell.

*Hickory.* School children in the Hickory district, four thousand strong, will be enrolled in the salvage-for-victory drive, Superintendent R. W. Carver recently announced.



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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# In This Issue

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

November 1, 1942

	Page
Superintendent's Letter .....	2
Calendar for November .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Cash Prizes Offered in Essay Contest .....	4
War Savings Materials for Schools .....	4
News Letter for War Production Workers Issued .....	4
Printed Material Sent to Superintendents (box) .....	4
Survey Reveals State Provision for Military Training .....	4
Help Offered Teachers of Social Science .....	4
School Children Got in the Scrap .....	4
Amendment Made to Gasoline Rationing .....	5
Two More Staff Members Enter Service (box) .....	5
NEA Major Objectives for 1942-43 .....	5
St. Louis Convention Dates Changed .....	5
Facts Presented on Federal Aid for Education .....	5
A. S. Proctor Succeeds T. Carl Brown .....	6
Two More Schools Add Ninth Month .....	6
School Children Help Pick Cotton .....	6
High School Victory Corps Announced .....	6
Occupational Information (box) .....	6
Junior Order Supports Nine-Month School Term .....	6
Rehabilitation Service May Be Expanded .....	7
Encyclopedia Salesmen Engage in Unfair Trade Practices .....	7
Education of Probationers (box) .....	7
Retired State Employees May Not Be Re-instated .....	7
Tuberculosis Association Sponsors School Newspaper Contest .....	7
Warning Issued Against Use of Non-Approved Book Lists .....	7
State School Facts .....	8-9
Notes and Announcements (Continued)	
North Cove H. S. Has Outstanding Club Activities .....	10
Soap Sculpture Competition Announced .....	10
Audit Report Shows How State School Money Was Spent (box) .....	10
New Hanover Teacher Wins Essay Prize .....	10
High Schools to Build More Model Planes .....	10
County Superintendent Dies .....	10
Guidance Service Issues Bulletin .....	10
Davie County Teachers Study Guidance Procedures .....	10
Budget Request for Public Education (Table) .....	11
American Legion Announces Oratorical Contest .....	11
Superintendent Erwin Asks for Salary Increase for Teachers and Ninth Month .....	11
School Board Association President Issues Statement on School Amendment .....	12
State Adopted Books for Eighth Grade .....	12
State Administration of the Public School System .....	13
Laws, Rulings and Opinions .....	14
Where Are They Now .....	15
Tar Heel Educators .....	15
From the Past .....	16
Visit Your Schools (cut) .....	16
From the Press .....	16

## To Superintendents, Principals and Teachers:

On October 7 a letter was sent to all superintendents and high school principals relative to the HIGH SCHOOL VICTORY CORPS, a national voluntary organization for secondary schools designed to mobilize secondary school students for effective preparation for and participation in wartime service. This plan was worked out by Commissioner J. W. Studebaker of the Office of Education in Washington, D. C., who sent to all superintendents and high school principals a copy of the High School Victory Corps bulletin.

After studying this bulletin, I am sure your judgment will approve the objective of this wartime program. A survey of your situation will indicate the areas in which most effective work can be done in your school. It seems to me that we should emphasize at once the following:

1. *Wartime citizenship.* This can be done by emphasizing the American Way of Life in courses in United States History, citizenship, economics and sociology, home economics, and agriculture.

2. *Physical fitness.* Physical fitness to the extent of being able to serve in some branch of the armed forces of the Nation should be emphasized.

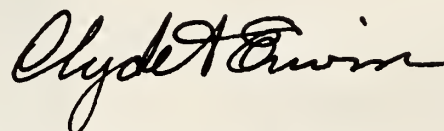
3. *Science and mathematics.* Through increased emphasis upon these subjects, boys and girls can become more competent in them.

4. *Preflight training.* I suggest that arrangements be made for offering a course in preflight training during the second semester of the present session.

5. *Community Service.* The "Get in the Scrap" campaign which has been carried on so successfully in all of our schools is a splendid illustration of participation in community and national service. Other forms of service to the community will suggest themselves to you and should be taken up from time to time.

I commend the High School Victory Corps Plan to your most thoughtful consideration. It is a matter of first rate importance.

Very truly yours,



State Superintendent of Public Instruction.

## Calendar for November

- 3 —Election Day
- 6 —District N.C.E.A. Conference, Charlotte
- 8-14—Education Week
- 11 —World Government Day
- 13 —District N.C.E.A. Conference, Raleigh
- 15-21—Book Week
- 20 —District N.C.E.A. Conference, Elizabeth City
- 26 —Thanksgiving Day

## Cover Picture

This is a picture of the teachers, principals, superintendents and nurses, who attended the Child Health Conference at Chapel Hill during the 1942 Summer Session. This Conference and others held at the Woman's College of the University of North Carolina, the North Carolina College for Negroes and Bennett College were sponsored by the State Department of Public Instruction and the State Board of Health through the Division of School Health Coordinating Service. The General Education Board provided fellowships for those who attended the Conference.

The teaching staff of the Conference at Chapel Hill consisted of the following: Chas. E. Spencer, Director, Dr. Harold Brown, Dr. Wilton Chase, Dr. O. K. Cornwell, Miss French Boyd, and Miss MacVeigh Hutchinson.



# North Carolina Public School Bulletin

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## Editorial Comment

### Book Week, November 15-21

Book Week this year finds us waging a war to the death against a brute foe who knows that if truth, beauty, and decency are to be stamped from the earth, they must first be destroyed in the minds of children. The slogan for 1942 is "Forward With Books." The foe we face began his war against us by burning books. But children who are taught to love books and to look to them for friendship, comfort, and guidance will be armed with knowledge to oppose the forces of destruction, present and future.

Books can transport boys and girls into places and times remote from the grim present, giving them the relaxation that the growing mind so badly needs. Books can bring the untainted happiness that is the right of every child in our world. Books bring inspiration, too, for in them can be found the stories of past struggles to make men free. They are the best means by which we can teach children why we fight and for what we fight.

Book Week in 1942, then, is at once a challenge and a symbol. It reminds us of our duty to keep childhood a time of love and joy, and to guarantee that the worthwhile in civilization shall be the heritage of our youth.

A manual of suggestions for Book Week can be secured free from Book Week Headquarters, 62 W. 45th Street, New York City. A Book Week poster, 15x18 inches, in color, is available for 20c from the same source. Plan to celebrate Book Week in your school.—M.P.D.

## Nationwide Education —Why Not?

This nation is at war. In order to prosecute this war the national government has called upon every man, woman and child to participate in some manner. It has called upon the young men of the nation to participate in the armed forces through a sort of "patriotic compulsory legislation." In this all-out effort to win the war billions of dollars are being spent.

Where do these billions come from? Do they come from New York alone? Or Ohio? Where do these young men who leave their jobs to enter the service of their country during this critical time of our history come from? From California alone? Or from Texas?

The answer to all these questions is the same. Both the billions and the boys come from all over this land. No State is left out. No county, no city, nor no hamlet at the remotest crossroads is overlooked. Where there is a home with a young man eligible for service. Uncle Sam lays his hand on that boy's shoulder and says "Come with me; I want you to help me in this fight for liberty and for freedom." Wherever there is a dime or a dollar lying idle, Uncle Sam says "Lend me this money, and I'll pay you back with interest." Or, from your earned income, he says "Give me a part of what you have made in order that I may buy guns and ammunition, clothes and food, airplanes and ships, and everything necessary for waging a war." And he takes it. And we are glad for him to take it; for we too believe that it is all in the interest of the country's welfare and its survival as a land of freedom.

But there is an enterprise which is fundamentally a part of this great democratic nation of ours, yet which is not considered on a national scale at all. We refer to the public schools. Why doesn't Uncle Sam say "I want to develop the manpower and womanpower of this country, and therefore, I will help to educate the boys and girls all over the land."

The Census of 1940 shows that one adult in every seven in America over 25 years of age has less than a fourth-grade education. In North Carolina alone there were 337,639 persons in this group. Of this number 95,414 did not complete the first grade. These figures are astounding. Many of the young men called to the Service were placed in Class IV-F, because they could not meet the literary requirements that they have an education equivalent to that of the fourth grade.

Similar situations obtain in other states, some to a greater extent and some to a lesser. The results are the same everywhere—that is that the manpower of this country cannot be utilized to the greatest possible degree because it has not been educated.

And what is the remedy? Let Uncle Sam, with his power as exercised during this crisis, say to him that has, "A part of the wealth accumulated in your name shall be used to educate the children of those who do not have wealth. This is democratic; this is efficient; and this is right."

How shall this be done? Senate Bill S.1313 has recently been approved by the Senate Committee on Education and Labor. It is now on the Senate Calendar. First, then, we must get the bill through the Senate. Then it must go through the House before it becomes law. If we want Uncle Sam to make education nation-wide in scope, then we as democratic citizens must give him the authority to act. We must tell him to go ahead by the passage of this bill. United effort and vigorous action is needed by everyone. Write your Senator and Representative today asking him to support this important piece of legislation. Ask other local leaders to support this program of national aid to public education to the end that the nation will be all-out for conquering this greatest of all foes—ignorance.

## The School and War

Almost every week the public schools are being called upon to assist in the war effort. Back during sugar and gas rationing time, the teachers volunteered their services. The schoolhouses were also used as centers for explaining civilian defense programs. War bonds and stamp sales have been carried on in many places. Now, we have just completed a salvage campaign of getting in the scrap. All these things are worthy school undertakings. They are patriotic. And they are worthwhile and necessary contributions to the war effort.

The greatest contribution that can be made by the schools to the war effort, however, is the purpose for which they are established—for the instruction of the youth of the State. Successful prosecution of the war demands physically fit boys and girls. Furthermore, successful prosecution of the war demands persons who have command of the fundamental tools of education. And finally, successful prosecution of the war demands the services of individuals who understand the basic concepts of our democratic form of government.

Just as it is more efficient for an individual to serve his country in the best way that he is qualified, it is likewise the greatest patriotism for an institution to do those essential things which it is best qualified to do.

The public schools were designed and are gradually being modified to meet the needs of boys and girls in their efforts to secure the necessary training for living in a democracy. And by training we do not mean simply "book learning"—

(Continued on page 16)



# Notes and Announcements

## Cash Prizes Offered In Essay Contest

A \$1,000 cash prize will be won by some high school student in the United States for writing the best essay, from 500 to 1,000 words on the subject of "United We Win." Principals and teachers are urged to inform their students about this opportunity and if this essay can be scheduled as a class assignment, to make such arrangement in the current semester's program.

The \$1,000 is the first award in the 1942-43 National Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the U. S. Other prizes in this eighth annual competition are \$500, second award; \$250, third; \$100, fourth; ten consolation awards of \$10, and ten more of \$5.

The rich prizes being offered in this contest should be especially alluring to financially handicapped high school students anxious to obtain a higher education. The generous cash awards will be distributed without restrictions as to how this money is to be expended by the winners. The amount involved will easily help many students launch a successful college career.

A folder containing complete information with reference to the rules and regulations of this essay contest may be obtained from the Essay Contest Chairman of local units of the Ladies Auxiliary or by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 W. 34th Street, Kansas City, Missouri.

## War Savings Materials for Schools

I. *School Materials Now Available from State War Savings Administrators or Local Superintendents:*

1. SCHOOLS AT WAR Handbook for every teacher.
2. SCHOOLS AT WAR Poster for every teacher.
3. SCHOOLS AT WAR Scrapbook for every teacher.
4. Woolworth Poster, No. 1, for junior and senior high schools.

II. *School Materials Now Available from State War Savings Administrators:*

1. Music Educators Bulletin for all music teachers.
2. JUNK, a 16-page photographic pamphlet for grades 4-8 (limited quantities) showing the relation between salvage and savings.

III. *Materials Which Will Be Available Soon:*

1. PAYING FOR THE WAR, A RESOURCE UNIT for social studies teachers in secondary schools.
2. A wall chart, illustrating, describing and noting the

number of War Stamps necessary to pay for various low-cost items of military equipment.

3. War Savings Assembly Program plays and suggestions.
- IV. 4-H Club Pamphlet, "DIMES CAN HELP WIN THE WAR," is being distributed to 4-H Club leaders. Additional copies are available from state 4-H Club Leaders.

## News Letter for War Production Workers Issued

Beginning last month a NEWS LETTER, an 8-page mimeograph bulletin issued by the Vocational Training for War Production workers under the Division of Vocational Education of the State Department of Public Instruction, made its appearance as Volume 1, No. 1.

According to a statement in this first number "The NEWS LETTER will be a monthly information service for Local Directors of Vocational Training for War Production Workers." In a signed editorial by J. Warren Smith, State Director of the Program, it is stated, "We hope through this medium to be able to keep each other informed about new developments as they take place in the different parts of the state."

This first number of the NEWS LETTER has some very interesting items concerning the War Production Workers Training Program, including a Summary of the Program as of October 1, 1942. This number also includes the names and addresses of the local directors.

## Printed Material Sent To Superintendents

Due to the increased transportation costs of sending printed material to teachers and principals, the Department of Public Instruction has followed in the main the policy of sending such material to the county and city superintendents for distribution by them to teachers and principals. In order that these latter school employees may know what has been sent from time to time, the *Bulletin* will carry a list of such publications and other printed material each month.

Recently sent to superintendents are the following:

*Art in the Public Schools, Years I-XII*, Publication No. 238

*Get in the Scrap*, issued by War Production Board  
*State Adopted List of Elementary Textbooks* (Early in November).

## Survey Reveals State Provision for Military Training

From a recent survey made by the U. S. Office of Education it is learned that no state except New York prohibits military training in the public schools. In the case of New York the law has been construed to mean that military drill may not be carried on during regular school hours, but that in the discretion of the local board of education military drill may be authorized outside of school hours.

In answer to the question "Is military training in public schools expressly authorized by law?" 40 states including North Carolina answered "No." Five states and the District of Columbia answered "Yes."

In answer to the question "If law is silent on the subject, may school boards provide military training?" 31 state, including North Carolina, answered "Yes."

## Help Offered Teachers of Social Science

To help high school teachers of Social Science in their classroom discussions on current issues, American Education Press has originated a JUNIOR TOWN MEETING service which it presents in its weekly senior high school newspaper, *Our Times*.

The purposes of Junior Town Meeting are:

1. To help the largest number of people share in learning to think about the problems of democracy—
2. To awaken latent spirit in defense of free discussion and the other democratic freedoms—
3. To help students in American high schools discover new ways to develop their qualities of civic leadership—
4. To make possible for youth a "laboratory method" by which they may test conclusions, opinions, and convictions in the white fire of facts—
5. To give youth guidance and training in discussion techniques.

For information concerning this training technic, teachers should write Dr. Byron B. Williams, 400 S. Front St., Columbus, Ohio.

## School Children Got In the Scrap

As a result of an appeal by Dr. John W. Studebaker, U. S. Commissioner of Education, the schools throughout the country have cooperated splendidly in the nationwide "Get in the Scrap" campaign conducted October 5-21.

In North Carolina State Super-



intendent Clyde A. Erwin in a letter to county and city superintendents gave his endorsement to the program and called upon all schools to organize for this important activity. From all reports, as this BULLETIN goes to press, the schools have contributed to a very large extent in gathering old metal, rubber, and tin cans. Thousands of pounds of this material were piled up on the school grounds and in basements all over the State.

Supt. C. W. Davis of Roanoke Rapids writes "Our scrap drive for the schools amounted to 65,914 pounds. We have sold this scrap for \$299.82, and will likely use these funds for the purchase of library books." Other superintendents have written similar letters telling of the success of this campaign.

Newspapers have commented on the work done by the school children editorily. The Asheville *Citizen* says, "North Carolina has made public education one of the primary concerns of good government. Youth has been served; and now youth is serving in the ranks of the most aggressive civilian army the State has ever raised. The schools—as usual—are doing their patriotic duty. They deserve a huge share of the credit for the progress of this vital campaign."

The Roxboro *Courier* compliments the schools in these words: "The schools have done a fine job 'getting in the scrap,' and it is now up to the older citizens of the country to fall to and do their part.

"It has been said" that paper adds "that the way to get anything done is to get the schools behind it, and it certainly seems that way from the results of the salvage drive conducted through the schools."

Other State newspapers have expressed similar sentiments in regard to the part that the schools have played in this great national expression of patriotism.

## Amendment Made to Gasoline Rationing

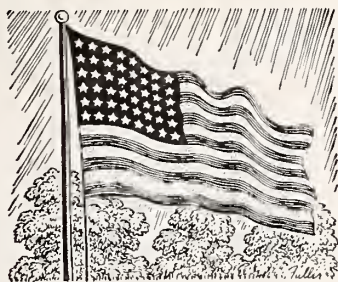
### Section 1. *Transportation of School Children, Teachers and School Employees*

In order to facilitate the transportation of students, teachers, and school employees to places of study, a new subsection 1394.506 (0) is added to the Gasoline Rationing Regulations. The subsection provides that mileage driven in a passenger vehicle shall be deemed *preferred mileage* if both of the following conditions are met.

1. The passenger vehicle is used to transport regularly four or more students, teachers, or school employees to and from regular places of study and
2. No alternative means of transportation are available which would be reasonably adequate for such purpose.

### Section 2. *Necessity for This Amendment*

It has been found that, particularly in rural areas, attendance of



## Two More Staff Members Enter Service

Within recent weeks two more members of the Department of Public Instruction have joined the armed forces of the Nation.

T. Carl Brown, State Supervisor of Distributive Education of the Division of Vocational Education since August 15, 1939, was granted a leave of absence for the duration of the war on September 15 in order to join the army. He is now stationed at Wright Field, Dayton, Ohio, and after initial training will be an instructor of visual education in the Army Air Forces.

J. E. Miller, Director of the Division of Adult Education since September 1941, has been granted a leave of absence to enter the navy. He received a commission as a lieutenant (jg) and reported for training at the naval base, Quonset Point, Rhode Island, on October 20.

The addition of these two resignations to the number, who have joined the service, makes a total of eight. Staff members already in some branch of the service are the following:

Charles H. Warren, State Supervisor of Rehabilitation, now a Lieut. Colonel, and expected to be transferred overseas soon.

J. H. Clippard, Assistant Supervisor of Rehabilitation, is a major and stationed at Columbia, S. C.

Porter Garland, Assistant Supervisor of Occupational Information and Guidance, is with the Army Air Force, stationed at Kessler Field, Mississippi, according to latest information.

J. E. Cobb, Associate in the Division of Instructional Service, was commissioned a lieutenant (jg) in the Navy and is now stationed at Princeton as an instructor.

Q. E. Mathis, Asst. Supervisor of Trades and Industries in the Division of Vocational Education, is a first lieutenant in the Army Air Forces, stationed at Miami, Florida.

John J. Talton, Jr., Accountant in the Division of Finance, is with the Army Air Forces, stationed at Chanute Field, Illinois.

J. G. Woodson, who succeeded Mr. Garland, has resigned to become a representative of the Army Signal Corps School at Winston-Salem.

children at school may become very difficult or impossible unless some provision is made for additional gasoline rations for vehicles used for this purpose. Reliance upon vehicles licensed for these purposes or operating under contracts with a school authority, it is felt, will not solve the problem satisfactorily. Implementation of these means with private vehicles is believed to be essential. While attendance at school is recognized as an "occupational" use of a motor vehicle, in many cases other occupational uses made of the vehicle will exhaust the entire allowable occupational allowance available for the vehicle. For these reasons, transportation of students (as well as teachers and school employees, for similar reasons) to and from school is to be given a preferred mileage status, but the alternative means of transportation test is to be applied.

## NEA Major Objectives for 1942-43

The National Education Association is focusing its energies largely on the following major objectives for 1942-43:

1. It is helping the schools to improve their regular work and to add all new courses so as to render the greatest service possible to the winning of the war.
2. It is advocating prompt, nationwide adjustment of teachers' salaries in line with the policies expressed in the leaflet, "Raise Salaries For Teachers Now!"
3. It is working for federal legislation which will appropriate \$300,000,000, without federal control, to enable the states to equalize educational opportunity, thus preparing every youth to serve his country most effectively in war and in peace.

## St. Louis Convention Dates Changed

The dates for the next annual meeting of the American Association of School Administrators, a Department of the National Education Association, scheduled for St. Louis, Missouri, have been changed from February 27-March 4 to February 26-March 2, 1943 in conformity with the policy of the ODT which requests reduced civilian travel over weekends.

## Facts Presented On Federal Aid for Education

The September 1942 issue of the N.E.A. Research Bulletin is entitled "Federal Aid For Education; a Review of Pertinent Facts." This publication shows how urgently the elementary and secondary schools in many states need financial assistance from the federal



government. It also gives the latest available information on mobility of population, inequalities of educational opportunity, relative educational responsibilities of the states, relative economic ability of the states to support education, financial efforts of the states to support schools, and probable allocation of funds under the federal aid bill now pending in Congress.

## A. S. Proctor Succeeds T. Carl Brown

The appointment of Alvis S. Proctor, formerly coordinator of distributive education in the Greensboro city school unit, as State Supervisor of Distributive Education to succeed T. Carl Brown, who has joined the armed service of the Nation, was recently announced by T. E. Browne, State Director of Vocational Education.

A native of Grimesland, Pitt County, Proctor is a graduate of Lynchburg College, Lynchburg, Va. and of the Richmond Professional Institute of the College of William and Mary, Richmond, Va. He has served as coordinator of distributive education in the Greensboro schools for the past year.

## Two More Schools Add Ninth Month

East Spencer in the Rowan County administrative unit and Cliffside in Rutherford County have added the ninth month to the school term.

In the case of East Spencer an election was held on October 13 in which 488 voters of a total registration of 578 cast favorable ballots for the tax to support the extra month. Only seven in the district voted against the tax.

In reporting to the State Department the outcome of the election, S. G. Hasty, Superintendent of the Rowan County Schools, said "The report of this election shows that the people want better schools and I believe that the school problem which has existed in this area for some time has been solved."

The addition of the ninth month to the school term at Cliffside was made possible by the Cliffside Mills, and was announced recently by Charles H. Haynes, chairman of the Cliffside School Committee and president of the Cliffside Mills.

The addition of these two schools to the number already operating a ninth month makes a total of 14 schools within county units, 2 county units, and 53 city units that now offer an extra month's instruction to the children in those areas.

## School Children Help Pick Cotton

Cotton picking by the school children of North Carolina is no new thing, although this year there seems to be more of it than usual. It has been a custom in several of

# HIGH-SCHOOL VICTORY CORPS ANNOUNCED

To gear secondary education to the war effort, Paul V. McNutt, Chairman of the War Manpower Commission and Administrator of the Federal Security Agency, recently announced a nationwide program for a High-School Victory Corps.

## Occupational Information

The North Carolina Osteopathic Association has arranged to supply without charge copies of the following occupational monographs.

1. Greenleaf—Guidance Leaflets, OSTEOPATHY, U. S. Office of Education, Washington, D. C., 1941
2. OSTEOPATHY, The American Osteopathic Association, Chicago, 1940

Schools desiring copies may receive them upon request to the Occupational Information and Guidance Service, State Department of Public Instruction, Raleigh, N. C.

the counties of the State to close school for a few weeks during the cotton picking season in order to help harvest this important Southern crop.

This year, however, due to the shortage of farm labor there has been a substantial increase in the number of schools that have closed for this purpose.

In response to a call for cotton picking assistance issued through the county welfare office, 173 boys and girls of the Salisbury high school volunteered enthusiastically for this patriotic service. A crew of high school boys from the Berryhill High School, Mecklenburg County, picked cotton in Steel Creek Township on the farm of Oscar H. Bailes.

In Shelby high school children gathered approximately 200 bales of cotton and the schools were closed all week to help gather the huge crop.

And so it goes. Hundreds of high school children in many cotton areas of the State pack their lunches, don overalls or other work clothes, grab a cotton sack or sheet and take to the white fields to harvest "King Cotton." Indications are that these pickers got results.

## Junior Order Supports Nine-Month School Term

The State Council of the Junior Order of United American Mechanics has endorsed the proposal for a nine-month State supported school term, Secretary Forrest G. Shearin said recently.

Shearin said the council adopted a resolution at a recent meeting favoring a minimum school term of nine months "paid for and operated on the same standards as the eight months term is now maintained and operated in the State."

Among the objectives of the high schools' wartime program which the Victory Corps would promote through voluntary effort are: guidance into critical services and occupations; training for critical occupations in war production and agriculture; and basic training in mathematics and science.

With the mounting need for workers in war production industries and agriculture, both boys and girls in the high schools would be encouraged to train for jobs in war industries through vocational courses to develop the particular skills required for initial employment. Training facilities and equipment presently available in high schools would be utilized for conducting war production training program for both boys and girls, and where such facilities do not exist in the schools, arrangements would be worked out with employers for cooperative part-time programs of work and schooling. Training would be adapted to job requirements with sufficient practice afforded to develop necessary manual skills. Related subjects such as drawing, science, and mathematics would be emphasized.

Other objectives for the Victory Corps would include: preinduction training for the armed services; wartime citizenship; physical fitness; military drill; and preflight training in aeronautics.

The organization of the Victory Corps would provide for a basic general membership for high school students fulfilling certain prerequisites as to academic preparation and war service. Additionally, special divisions with specific objectives are provided such as an air service division, land service division, sea-service division, production service division, and community service division.

Organizational plans were developed by a National Policy Committee consisting of representatives of the War Department, Navy Department, Department of Commerce, U. S. Office of Education, Wartime Commission, and Civilian Aviation.

The program for the Victory Corps anticipates a definite change in emphasis in subjects in the high school curriculum to those deemed essential for student preparation for making an effective contribution toward ultimate victory.

A handbook "High-School Victory Corps" describing the details of this program for "a national voluntary organization for secondary schools designed to mobilize secondary school students for more effective preparation for and participation in wartime service" has been issued by the U. S. Office of Education and is being distributed to state education departments,



local superintendents of schools, and high school principals.

Local chambers of commerce should consult with their local public school superintendents regarding this program of which wartime vocational training is an important part.

**North Carolina.** Approximately 225,000 students in North Carolina will be affected by the creation of a High School Victory Corps, according to Dr. Clyde A. Erwin, State superintendent of public instruction. North Carolina already has laid the groundwork, he said, and will cooperate fully in the move.

Dr. J. Henry Highsmith, Director of the Division of Instructional Service, and T. E. Browne, Director of Vocational Education, will represent the Department of Public Instruction. Working with them, in addition to others to be appointed by Governor Broughton, will be the committee of coordination of high schools for the defense program. The committee is composed of Supt. Erwin; Dean J. W. Harrelson, of State College; Adjutant General J. Van B. Metts, Selective Service Director of North Carolina; John Lockhart, Superintendent of Mecklenburg Schools and President of the N. C. Education Association; Supt. June Rose of Greenville; Fred Greene, Executive Secretary of the N.C.E.A.; Prof. Jasper Memory of Wake Forest College; and Mrs. Annie Laurie McDonald, of Hickory, past president of the N. C. Classroom Teachers Association.

## Rehabilitation Service May Be Expanded

If the bill introduced by North Carolina's Third District Representative Graham A. Barden becomes law, the Vocational Rehabilitation Service of the Department of Public Instruction will have to be expanded still further. The bill introduced by Congressman Barden provides for the extension of rehabilitation training to service men and industrial workers who were injured in battle or industry, as well as to the blind and deaf.

A subcommittee hearing was held on the merits of the bill last month at which Supt. of Public Instruction Clyde A. Erwin and Dr. Roma Sawyer Cheek, Executive Secretary of State Commission for the Blind, testified. From all appearances there will be little opposition to the proposed law.

## Encyclopedia Salesmen Engage In Unfair Trade Practices

According to State Department of Public Instruction officials, salesmen of certain encyclopedias are offering schools a set of the encyclopedia, if a given number of sets are sold to school patrons. In some instances, it is reported, promise

## Education of Probationers

According to figures compiled by the State Parole Commission, the education of the 3,722 persons on parole as of September 30, 1942, was as follows:

None .....	150
1st Grade .....	102
2nd Grade .....	161
3rd Grade .....	217
4th Grade .....	379
5th Grade .....	426
6th-9th Grade .....	1,745
10th-12th Grade .....	314
H. S. Graduate .....	122
Part College .....	66
College Graduate .....	9
Business School .....	9
Unknown .....	22

Total .....3,722

Of the total number of persons on parole at this time only 253 were female.

has been made to print in the front of the set donated to the school the names of the persons purchasing sets or the names of pupils selling sets.

When schools or PTA groups enter into an agreement of this kind, they lend their endorsement to the plan of sales and in effect recommend, influence and promote the purchase of the books and they in turn are subsidized when they accept the "free" set.

It is pointed out by State Department officials that all so-called free sets cost money and so the expense must be added to the sale of other sets. It is further pointed out that such practices are in direct violation of the regulations of the Federal Trade Commission, Rule 21 of which reads as follows: "*Subsidizing School Officials to Influence Purchase of Books by Pupils or Parents:* Subsidizing school principals, teachers, or school officials, or making payments or gifts to them, directly or indirectly, to induce or cause them to recommend, influence, or promote the purchase of books of a member of the industry by pupils or the parents or guardians of pupils, is an unfair trade practice."

Finally, it is stated by officials in the State Department, that an encyclopedia should always be bought on its merits and that encyclopedias approved for accredited schools may be purchased from the State Textbook Commission.

## Retired State Employees May Not Be Re-instated

Under a recent ruling of the Board of Trustees of the Teachers' and State Employees Retirement System a person who has retired under the law may not be re-instated. It was also concluded by the Board that there was no provision

in the law for paying a person who had actually retired out of State or public funds.

A notice of this ruling has been sent to all school superintendents by Baxter Durham, Secretary of the Retirement System.

## Tuberculosis Association Sponsors School Newspaper Contest

For the third year the North Carolina Tuberculosis Association is inviting all elementary and high school newspapers to take part in the school newspaper contest sponsored jointly by the Columbia Scholastic Press Association and the National Tuberculosis Association.

The contest is based upon news stories, feature stories and editorials appearing in the school paper on the role the Christmas Seal plays in the prevention and control of tuberculosis. The awards are in the form of certificates of honor presented by the National Tuberculosis Association and the Columbia Scholastic Press Association and are given for those stories deemed by the judges to show originality, an intelligent grasp of the subject, accuracy as to details and an appreciation of the role the school can play in the prevention of tuberculosis.

It is important to submit the entire paper and to include the name of the writer. Printed, mimeographed or handwritten papers are all satisfactory. It is not necessary for a school to be a member of the Columbia Scholastic Press Association in order to be eligible to enter.

The newspapers are due in the hands of the local tuberculosis chairman not later than December 20, 1942, and in the hands of the North Carolina Tuberculosis Association not later than January 5, 1943.

For additional information on this contest, please contact your local tuberculosis chairman or the North Carolina Tuberculosis Association, 111 West Morgan Street, Raleigh, North Carolina.

## Warning Issued Against Use of Non-Approved Book Lists

Schools are warned by the State Department of Public Instruction not to use other than approved lists when selecting and purchasing books for their libraries. This warning is issued because it is learned that a list entitled "A Graded List of Recommended Books for Schools and Libraries Available in Popular Priced Editions" is being circulated among the schools of the State. This list is illustrated on the cover with children in front of a school building, and purports to be a catalog of books published by Grosset and

(Continued on page 10)



# STATE SCHOOL FACTS

# EXPENDITURES FOR FIXED CHARGES

The term "Fixed Charges" as the name of a group of school expenses includes expenditures for the following items: Rent of buildings and grounds, insurance payments, pensions, and compensation for injuries and deaths. The greater part, approximately 87.5 per cent annually, of the total expenditure for this object of school expense is for the item of insurance. The other items named make up the remaining 12.5 per cent of expenditure for this object.

Table I

This table shows the total expenditure from all funds for fixed indication of a slight increase in the amount during recent years.

charges for each year beginning with 1927-28 and ending with the year 1940-41. In view of the fact that the law provides that this object "shall be supplied from funds required by law to be placed to the credit of the public school funds of the county and derived from fines, forfeitures, penalties, dog taxes, and poll taxes, and from

On a racial basis, it will be noted

## I. EXPENDITURES FOR FIXED CHARGES

Year	EXPENDITURES			Spent Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
1927-28	\$ 328,205.33	\$ 31,040.09	\$308,151.75	\$.71	\$.17	\$1.09
1928-29	366,610.93	37,820.57	359,245.42	.76	.20	.61
1929-30	359,864.97	35,873.36	395,738.33	.72	.19	.57
1930-31	294,788.42	29,209.65	323,998.07	.57	.14	.44
1931-32	305,610.18	29,211.09	334,821.27	.58	.14	.44
1932-33	305,610.18	29,211.09	334,821.27	.58	.14	.44
1933-34	305,610.18	29,211.09	334,821.27	.58	.14	.44
1934-35	305,610.18	29,211.09	334,821.27	.58	.14	.44
1935-36	305,610.18	29,211.09	334,821.27	.58	.14	.44
1936-37	305,610.18	29,211.09	334,821.27	.58	.14	.44
1937-38	305,610.18	29,211.09	334,821.27	.58	.14	.44
1938-39	305,610.18	29,211.09	334,821.27	.58	.14	.44
1939-40	305,610.18	29,211.09	334,821.27	.58	.14	.44
1940-41	305,610.18	29,211.09	334,821.27	.58	.14	.44
1941-42	305,610.18	29,211.09	334,821.27	.58	.14	.44
1942-43	305,610.18	29,211.09	334,821.27	.58	.14	.44
1943-44	305,610.18	29,211.09	334,821.27	.58	.14	.44
1944-45	305,610.18	29,211.09	334,821.27	.58	.14	.44
1945-46	305,610.18	29,211.09	334,821.27	.58	.14	.44
1946-47	305,610.18	29,211.09	334,821.27	.58	.14	.44
1947-48	305,610.18	29,211.09	334,821.27	.58	.14	.44
1948-49	305,610.18	29,211.09	334,821.27	.58	.14	.44
1949-50	305,610.18	29,211.09	334,821.27	.58	.14	.44
1950-51	305,610.18	29,211.09	334,821.27	.58	.14	.44
1951-52	305,610.18	29,211.09	334,821.27	.58	.14	.44
1952-53	305,610.18	29,211.09	334,821.27	.58	.14	.44
1953-54	305,610.18	29,211.09	334,821.27	.58	.14	.44
1954-55	305,610.18	29,211.09	334,821.27	.58	.14	.44
1955-56	305,610.18	29,211.09	334,821.27	.58	.14	.44
1956-57	305,610.18	29,211.09	334,821.27	.58	.14	.44
1957-58	305,610.18	29,211.09	334,821.27	.58	.14	.44
1958-59	305,610.18	29,211.09	334,821.27	.58	.14	.44
1959-60	305,610.18	29,211.09	334,821.27	.58	.14	.44
1960-61	305,610.18	29,211.09	334,821.27	.58	.14	.44
1961-62	305,610.18	29,211.09	334,821.27	.58	.14	.44
1962-63	305,610.18	29,211.09	334,821.27	.58	.14	.44
1963-64	305,610.18	29,211.09	334,821.27	.58	.14	.44
1964-65	305,610.18	29,211.09	334,821.27	.58	.14	.44
1965-66	305,610.18	29,211.09	334,821.27	.58	.14	.44
1966-67	305,610.18	29,211.09	334,821.27	.58	.14	.44
1967-68	305,610.18	29,211.09	334,821.27	.58	.14	.44
1968-69	305,610.18	29,211.09	334,821.27	.58	.14	.44
1969-70	305,610.18	29,211.09	334,821.27	.58	.14	.44
1970-71	305,610.18	29,211.09	334,821.27	.58	.14	.44
1971-72	305,610.18	29,211.09	334,821.27	.58	.14	.44
1972-73	305,610.18	29,211.09	334,821.27	.58	.14	.44
1973-74	305,610.18	29,211.09	334,821.27	.58	.14	.44
1974-75	305,610.18	29,211.09	334,821.27	.58	.14	.44
1975-76	305,610.18	29,211.09	334,821.27	.58	.14	.44
1976-77	305,610.18	29,211.09	334,821.27	.58	.14	.44
1977-78	305,610.18	29,211.09	334,821.27	.58	.14	.44
1978-79	305,610.18	29,211.09	334,821.27	.58	.14	.44
1979-80	305,610.18	29,211.09	334,821.27	.58	.14	.44
1980-81	305,610.18	29,211.09	334,821.27	.58	.14	.44
1981-82	305,610.18	29,211.09	334,821.27	.58	.14	.44
1982-83	305,610.18	29,211.09	334,821.27	.58	.14	.44
1983-84	305,610.18	29,211.09	334,821.27	.58	.14	.44
1984-85	305,610.18	29,211.09	334,821.27	.58	.14	.44
1985-86	305,610.18	29,211.09	334,821.27	.58	.14	.44
1986-87	305,610.18	29,211.09	334,821.27	.58	.14	.44
1987-88	305,610.18	29,211.09	334,821.27	.58	.14	.44
1988-89	305,610.18	29,211.09	334,821.27	.58	.14	.44
1989-90	305,610.18	29,211.09	334,821.27	.58	.14	.44
1990-91	305,610.18	29,211.09	334,821.27	.58	.14	.44
1991-92	305,610.18	29,211.09	334,821.27	.58	.14	.44
1992-93	305,610.18	29,211.09	334,821.27	.58	.14	.44
1993-94	305,610.18	29,211.09	334,821.27	.58	.14	.44
1994-95	305,610.18	29,211.09	334,821.27	.58	.14	.44
1995-96	305,610.18	29,211.09	334,821.27	.58	.14	.44
1996-97	305,610.18	29,211.09	334,821.27	.58	.14	.44
1997-98	305,610.18	29,211.09	334,821.27	.58	.14	.44
1998-99	305,610.18	29,211.09	334,821.27	.58	.14	.44
1999-00	305,610.18	29,211.09	334,821.27	.58	.14	.44
2000-01	305,610.18	29,211.09	334,821.27	.58	.14	.44
2001-02	305,610.18	29,211.09	334,821.27	.58	.14	.44
2002-03	305,610.18	29,211.09	334,821.27	.58	.14	.44
2003-04	305,610.18	29,211.09	334,821.27	.58	.14	.44
2004-05	305,610.18	29,211.09	334,821.27	.58	.14	.44
2005-06	305,610.18	29,211.09	334,821.27	.58	.14	.44
2006-07	305,610.18	29,211.09	334,821.27	.58	.14	.44
2007-08	305,610.18	29,211.09	334,821.27	.58	.14	.44
2008-09	305,610.18	29,211.09	334,821.27	.58	.14	.44
2009-10	305,610.18	29,211.09	334,821.27	.58	.14	.44
2010-11	305,610.18	29,211.09	334,821.27	.58	.14	.44
2011-12	305,610.18	29,211.09	334,821.27	.58	.14	.44
2012-13	305,610.18	29,211.09	334,821.27	.58	.14	.44
2013-14	305,610.18	29,211.09	334,821.27	.58	.14	.44
2014-15	305,610.18	29,211.09	334,821.27	.58	.14	.44
2015-16	305,610.18	29,211.09	334,821.27	.58	.14	.44
2016-17	305,610.18	29,211.09	334,821.27	.58	.14	.44
2017-18	305,610.18	29,211.09	334,821.27	.58	.14	.44
2018-19	305,610.18	29,211.09	334,821.27	.58	.14	.44
2019-20	305,610.18	29,211.09	334,821.27	.58	.14	.44
2020-21	305,610.18	29,211.09	334,821.27	.58	.14	.44
2021-22	305,610.18	29,211.09	334,821.27	.58	.14	.44
2022-23	305,610.18	29,211.09	334,821.27	.58	.14	.44
2023-24	305,610.18	29,211.09	334,821.27	.58	.14	.44
2024-25	305,610.18	29,211.09	334,821.27	.58	.14	.44
2025-26	305,610.18	29,211.09	334,821.27	.58	.14	.44
2026-27	305,610.18	29,211.09	334,821.27	.58	.14	.44
2027-28	305,610.18	29,211.09	334,821.27	.58	.14	.44
2028-29	305,610.18	29,211.09	334,821.27	.58	.14	.44
2029-30	305,610.18	29,211.09	334,821.27	.58	.14	.44
2030-31	305,610.18	29,211.09	334,821.27	.58	.14	.44
2031-32	305,610.18	29,211.09	334,821.27	.58	.14	.44
2032-33	305,610.18	29,211.09	334,821.27	.58	.14	.44
2033-34	305,610.18	29,211.09	334,821.27	.58	.14	.44
2034-35	305,610.18	29,211.09	334,821.27	.58	.14	.44
2035-36	305,610.18	29,211.09	334,821.27	.58	.14	.44
2036-37	305,610.18	29,211.09	334,821.27	.58	.14	.44
2037-38	305,610.18	29,211.09	334,821.27	.58	.14	.44
2038-39	305,610.18	29,211.09	334,821.27	.58	.14	.44
2039-40	305,610.18	29,211.09	334,821.27	.58	.14	.44
2040-41	305,610.18	29,211.09	334,821.27	.58	.14	.44
2041-42	305,610.18	29,211.09	334,821.27	.58	.14	.44
2042-43	305,610.18	29,211.09	334,821.27	.58	.14	.44
2043-44	305,610.18	29,211.09	334,821.27	.58	.14	.44
2044-45	305,610.18	29,211.09	334,821.27	.58	.14	.44
2045-46	305,610.18	29,211.09	334,821.27	.58	.14	.44
2046-47	305,610.18	29,211.09	334,821.27	.58	.14	.44
2047-48	305,610.18	29,211.09	334,821.27	.58	.14	.44
2048-49	305,610.18	29,211.09	334,821.27	.58	.14	.44
2049-50	305,610.18	29,211.09	334,821.27	.58	.14	.44
2050-51	305,610.18	29,211.09	334,821.27	.58	.14	.44
2051-52	305,610.18	29,211.09	334,821.27	.58	.14	.44
2052-53	305,610.18	29,211.09	334,821.27	.58	.14	.44
2053-54	305,610.18	29,211.09	334,821.27	.58	.14	.44
2054-55	305,610.18	29,211.09	334,821.27	.58	.14	.44
2055-56	305,610.18	29,211.09	334,821.27	.58	.14	.44
2056-57	305,610.18	29,211.09	334,821.27	.58	.14	.44
2057-58	305,610.18	29,211.09	334,821.27	.58	.14	.44
2058-59	305,610.18	29,211.09	334,821.27	.58	.14	.44
2059-60	305,610.18	29,211.09	334,821.27	.58	.14	.44
2060-61	305,610.18	29,211.09	334,821.27	.58	.14	.44
2061-62	305,610.18	29,211.09	334,821.27	.58	.14	.44
2062-63	305,610.18	29,211.09	334,821.27	.58	.14	.44
2063-64	305,610.18	29,211.09	334,821.27	.58	.14	.44
2064-65	305,610.18	29,211.09	334,821.27	.58	.14	.44
2065-66	305,610.18	29,211.09	334,821.27	.58	.14	.44
2066-67	305,610.18	29,211.09	334,821.27	.58	.14	.44
2067-68	305,610.18	29,211.09	334,821.27	.58	.14	.44
2068-69	305,610.18	29,211.09	334,821.27	.58	.14	.44
2069-70	305,610.18	29,211.09	334,821.27	.58	.14	.44
2070-71	305,610.18	29,211.09	334,821.27	.58	.14	.44
2071-72	305,610.18	29,211.09	334,821.27	.58	.14	.44
2072-73	305,610.18	29,211.09	334,821.27	.58	.14	.44
2073-74	305,610.18	29,211.09	334,821.27	.58	.14	.44
2074-75	305,610.18	29,211.09	334,821.27	.58	.14	.44
2075-76	305,610.18	29,211.09	334,821.27	.58	.14	.44
2076-77	305,610.18	29,211.09	334,821.27	.58	.14	.44
2077-78	305,610.18	29,211.09	334,821.27	.58	.14	.44
2078-79	305,610.18	29,211.09	334,821.27	.58</		

### III. EXPENDITURES FOR FIXED CHARGES IN CITY UNITS, 1939-40

that the larger portion of the expenditure for this object was for the white race. This, of course, follows, when it is stated that the greater portion of the school property valuation is for white children. Then, too, in some instances blanket insurance policies are written on all school property in the unit without regard to race, but accounted for as an expenditure for white schools. For 1940-41, however, there is noted a small increase in the amount of expenditures of this kind for the benefit of Negro children. The average annual expenditure per child was 19 cents in the case of Negroes and 71 cents for whites.

Tables II and III

These two tables show the total and average per pupil expenditure for fixed charges in the county and city administrative units for the school year 1939-40.

In the 100 county units, as table II shows, the sum of \$348,388.53 was

expended, \$317,915.61 for whites and \$30,472.92 for Negroes. On a per pupil basis this figured at 61 cents for the year, 77 cents in the case of white pupils and 19 cents in the case of Negro children.

The expenditure among these units, as this table also shows, varied widely in accordance with the needs and practices in the several units.

In the 71 city units the sum of \$106,809.02 was expended for this object, \$89,540.27 for the benefit of white children and \$17,268.75 for Negroes. On a per pupil basis this expenditure was 49 cents per child for the year, 60 cents in the case of whites and 24 cents in the case of Negroes.

The range in per capita expenditure was from \$1.51 per pupil in Chowan and Vance counties to nothing in Cherokee in the case of county units, and from \$1.28 in Lenoir to nothing in Rockingham in the case of city units.

## II. EXPENDITURES FOR FIXED CHARGES IN COUNTY UNITS. 1939-40

UNIT	Expenditures for Fixed Charges			Expenditure Per Pupil		
	White	Negro	Total	White	Negro	Total
Alamance.....	\$ 8,684.46	\$ 705.24	\$ 9,389.70	\$1.51	\$ .37	\$1.23
Alexander.....	1,368.48	94.38	1,462.86	.45	.22	.42
Alleghany.....	582.45	*	582.45	.34	*	.33
Anson.....	1,648.26	*	1,648.26	.77	*	.37
Ashe.....	322.88	*	322.88	.06	*	.06
Avery.....	2,223.30	*	2,223.30	.64	*	.63
Beaufort.....	1,923.94	600.00	2,523.94	.59	.31	.49
Bertie.....	2,410.82	860.26	3,271.08	.95	.22	.51
Bladen.....	3,238.15	462.00	3,700.15	.88	.17	.58
Brunswick.....	1,297.22	522.07	2,319.29	.69	.34	.56
Buncombe.....	8,011.47	200.00	8,211.47	.63	*	.62
Burke.....	1,421.30	*	1,421.30	.31	*	.30
Casharrut.....	8,066.71	13.58	8,080.29	1.60	.03	1.44
Chatham.....	2,474.32	13.58	2,487.90	.60	*	.58

Clay	.....	3,422-30	10-50		-84	1-10
Cleveland	.....	7,935-10	264-80		-52	-08
Columbus	.....	3,341-11	40-00	*	1-12	.01







## Notes (Continued)

(Continued from page 7)

Dunlap recommended for purchase from their own stock.

Attention is called to the fact that the name of any book jobber who agrees to handle the sale of these books may be printed on the front of the catalog. Some of the books, it is further pointed out, have cardboard or paper covers; and some are definitely not approved for North Carolina school libraries. Furthermore, the prices quoted are list, which are subject to liberal discounts if books are purchased from reliable jobbers.

Extreme care should be used in the selection of titles for the library. The only lists of books prepared by the State Department of Public Instruction are the following:

Book List for Elementary School Libraries

Book List for High School Libraries

Library Book Catalogue

The first two are issued by the State Textbook Commission, whereas the latter is issued by the North Carolina Education Association.

### North Cove H. S. Has Outstanding Club Activities

North Cove High School, located in McDowell County, is doing some outstanding work in clubs and other extra-curricular activities. Although correlated with classwork, the activities are offered as extra-curricular by a definite activity period of fifty minutes each day. The school boasts of one of the largest and most active 4-H Clubs in the State, with an enrollment of 176 members. Other clubs and activities are: Student Council, Victory Club, Junior Commandos, Journalism, Debating Club, Glee Club, Pep Club, N. C. Club, and Hobby Club. The motto of the Hobby Club for the year is "Hobbies For Defense." This motto was chosen because wartime restrictions in travel, amusement, and purchase of goods should turn millions of Americans to hobbies.

### Soap Sculpture Competition Announced

The National Soap Sculpture Committee takes pleasure in announcing the 19th annual competition for small sculptures in Ivory soap for the Proctor & Gamble Prizes totaling \$1,120 in cash. Awards will be made in three classes—Advanced Amateur, Senior, Junior, with special group and reproduction prizes. This contest will close May 15, 1943.

Conditions of the contest, entry blanks, and other information may be had upon request from the National Soap Sculpture Committee, 80 E. 11th St., New York.

### Audit Report Shows How State School Money Was Spent

The audit report of the State School Commission covering the expenditures from the State Eight Month's School Fund for 1941-42 shows the percentage of the total cost according to objects to be as follows:

Objects	Cost	Per Cent of Total Cost
GENERAL CONTROL . . . . .	\$ 719,757.50	2.58
INSTRUCTIONAL SERVICE:		
Instructional Salaries . . . . .	23,339,572.61	83.83
Instructional Supplies . . . . .	78,292.03	.28
TOTAL INSTRUCTIONAL SERVICE . . . . .	23,417,864.64	84.11
OPERATION OF PLANT . . . . .	1,450,997.87	5.21
FIXED CHARGES . . . . .	10,682.67	.04
AUXILIARY AGENCIES:		
Transportation . . . . .	2,190,823.12	7.87
Libraries . . . . .	52,499.63	.19
TOTAL AUXILIARY AGENCIES . . . . .	2,243,322.75	8.06
TOTAL CURRENT EXPENSE FUND . . . . .	\$27,842,625.43	100.00

### New Hanover Teacher Wins Essay Prize

Miss Mary Ruth Hunt, New Hanover County, North Carolina, is the winner of third prize in an essay contest sponsored by the United States Public Health Service in connection with its malaria control work in the South. Miss Hunt is one of twenty-six Southern school teachers who recently attended a two-weeks' course of lectures on malaria control sponsored by the Service and held at the University of Tennessee. At the close of the lecture series, students submitted essays describing their reactions to the course. The essays were judged by Public Health Service medical officers and sanitary engineers connected with malaria control work.

### High Schools to Build More Model Planes

Because of the urgent need, North Carolina high schools are being called upon to build additional model planes for the army and navy. Local directors in 34 schools that have well-equipped departments of industrial arts have been asked to build a number of these planes.

Last year the goal for the entire country was 500,000 planes, but only 200,000 were actually built, inspected, accepted, and delivered to the army and navy. North Carolina high schools accepted a quota of 8,000, but delivered approximately 3,000. The schools are being called upon again this year, therefore, to help in the production of these models. Inquiries about this project should be addressed to J. Warren Smith, State Director, Model Aircraft Project, Raleigh, North Carolina.

### County Superintendent Dies

Guy B. Rhodes, Superintendent of the Madison County schools since July 1, 1939, died suddenly of a heart attack on September 23, 1942. Prior to his becoming super-

intendent of the county schools, Mr. Rhodes was principal of the Marshall High School and other high schools of the State. He graduated from Wake Forest College in 1920.

Mrs. Rhodes, a graduate of the Woman's College of the University of North Carolina, class of 1929, has been appointed by the Madison County Board of Education to fill the unexpired term of the late Mr. Rhodes.

### Guidance Service Issues Bulletin

"Guidance Practices in North Carolina High Schools, 1941-42" is the title of an 8-page mimeograph bulletin recently issued by the Occupational Information and Guidance Service of the State Department of Public Instruction.

"The purpose of this report" according to T. E. Browne, Director of the Division of Vocational Education, who wrote the Foreword, "is to portray as accurately as possible the extent to which North Carolina high schools are providing basic guidance services." The survey is based upon an analysis of the Guidance section of the High School Principals Annual Report for 1941-42. The study was made by S. Marion Justice, State Supervisor of Occupational Information and Guidance Service.

The results of the survey indicate that relative progress has been made in areas in which a preliminary similar study was made in 1939. In the percentage of schools where a definite person had been placed in charge of the guidance program, the increase was from 23.3% to 56.3%. As to whether the school had appointed one or more persons to do individual counseling, the increase was from 22.1% in 1939 to 37.2% in 1942.

### Davie County Teachers Study Guidance Procedures

All Davie county teachers are preparing themselves for better guidance service by studying the topic



# BUDGET REQUEST FOR PUBLIC EDUCATION

	Actual Expenditures 1941-42	Estimated Expenditures 1942-43	*Requests for 1943-44			
			Present Basis	Plus Ninth Month	Plus 15% Salary Increase	Plus 9th Mo. & Salary Increase
Eight Months' School Fund.....	\$28,023,618	\$29,628,695	\$30,326,177	\$33,781,022	\$34,380,608	\$38,326,271
Vocational Education .....	559,509	710,000	806,111	806,111	806,111	806,111
Rehabilitation Maintenance .....	10,000	10,000	12,000	12,000	12,000	12,000
Industrial Arts .....			50,000	50,000	50,000	50,000
Vocational Camps .....			5,000	5,000	5,000	5,000
Adult Education .....	27,396	30,000	48,000	48,000	48,000	48,000
Textbook Commission .....	323,845	423,000	400,000	400,000	400,000	400,000
<b>TOTAL .....</b>	<b>\$28,944,368</b>	<b>\$30,801,695</b>	<b>\$31,647,288</b>	<b>\$35,102,133</b>	<b>\$35,701,719</b>	<b>\$39,647,382</b>

\*Includes \$250,000 in each instance for increasing salary schedule for Negro teachers.

in an organized way. Classes have been formed at each consolidated school. The classes meet weekly. The course is conducted by the county superintendent of schools with the assistance of a high school counselor and a principal with training in guidance procedures. The text used is Ruth Strang's *Pupil Personnel and Guidance*. In addition, several books on guidance have been selected as a part of the professional library at each school.

Much emphasis is being placed upon a study of the individual child; each teacher is making a careful appraisal of the interests and abilities of her children. Group intelligence and achievements tests will be widely used; and group and individual counseling, the homeroom, and occupational information will be basic to the guidance program.

## American Legion Announces Oratorical Contest

The American Legion will hold its annual oratorical contest again in 1943, it is announced by Victor R. Johnson, Pittsboro, State Chairman of the North Carolina Department. The subject chosen for the contest is: *The Freedoms of the United Constitution*.

The contest is open to all boys and girls in the 9th, 10th, 11th and 12th grades. The local contests are to be held before March 5, 1943, and the countywide contests between March 8 and 12. Dates for the district and State contests are to be announced later.

State Supt. Clyde A. Erwin has approved this contest, and makes the suggestion that teachers of American history make it a part of the prescribed work of the course in history. "If each high school teacher of history should seize this opportunity to make a concentrated study of the U. S. Constitution," he says, "our boys and girls cannot help but learn more about our country and the fundamental principle upon which our democratic government is based. I wish to urge strongly all teachers to stress this contest among their students."

Mr. Johnson, in his announcement of the contest says "I see as our first aim causing as many boys and girls to study our Constitution

## Superintendent Erwin Asks for Salary Increase for Teachers and Ninth Month

Included in the request for funds with which to operate the public schools during the next biennium presented by Superintendent Clyde A. Erwin to the Advisory Budget Commission last month was a 15 per cent increase in salaries of teachers and other school employees and an amount necessary to operate the public schools for a ninth month on State standards of cost.

To operate the schools on the present basis for the first year, 1943-44, of the biennium, Supt. Erwin's figures show that it will take \$30,326,177. This amount includes \$250,000 with which to more nearly equalize salaries of white and Negro teachers for which a commitment has already been made. The estimated cost of operating the schools for the eight months school term for 1942-43 is \$29,628,695. It would take, therefore, as Supt. Erwin pointed out, \$697,482 additional funds simply to stand still.

The total and additional amounts necessary for 1943-44, if a 15% increase in salaries is granted, a ninth month is provided for, or both, according to Supt. Erwin's calculations, are as follows:

	Amount	Additional
Estimated for 1942-43 . . . . .	\$29,628,695	\$.....
Estimated for 1943-44:		
1. Stand-still Program . . . . .	30,326,177	697,482
2. 9th Month . . . . .	33,781,022	3,454,845
3. 15% Salary Increase . . . . .	34,380,608	4,054,431
4. Both 2 and 3* . . . . .	38,326,271	8,000,094

\* Including 15% of salaries in '2 for ninth month.

If an appropriation is made, therefore, including items other than for the "stand-still" program, the additional amount necessary for the "stand-still" program, \$697,482, must be added to the additional amount required under that respective item. For example, if the Budget Commission decides to recommend a 15% increase in salaries, the total amount required in an appropriation by the General Assembly will be \$29,628,695 plus \$697,482 plus \$4,054,431, a total of \$34,380,608, the amount indicated above.

## STATE ADOPTED BOOKS FOR EIGHTH GRADE

(Continued from page 12)

### VI. HEALTH

- Ginn. Safe and Healthy Living. THE HEALTHY HOME AND COMMUNITY. 90c
- Heath. Health, Safety, Growth. BUILDING HEALTHY BODIES. 76c
- Lyons. PERSONAL AND PUBLIC HEALTH. Book II. 79c
- Macmillan. New Health and Growth Series. A SOUND BODY. 82c
- Winston. The Healthy Life. MAKING LIFE HEALTHFUL. 90c

### VII. SCIENCE

- Holt. MODERN SCIENCE IN OUR DAILY LIFE, Book II. \$1.44
- Lippincott. ENJOYING SCIENCE, Book II. \$1.41
- Macmillan. SCIENCE IN OUR MODERN WORLD, Book I. \$1.20
- Winston. UNDERSTANDING OUR WORLD, Book II. \$1.48

### VIII. PRE-VOCATIONAL — *Home and Family Living*

- Little. NEW ELEMENTARY HOME ECONOMICS (Grades 7-8) \$1.75
- Lippincott. SHARING HOME LIFE. \$1.45
- Lippincott. TODAY'S AGRICULTURE. 93c
- Sanborn. JUNIOR HOME PROBLEMS (revised) \$1.00
- Science Research Associates. Southern Progress Series. BETTER RURAL CAREERS (Grades 7-8) 83c
- Smith. SOUTHERN FORESTRY (Grades 6-8) \$1.38
- Smith. SUCCESSFUL FARMING IN THE SOUTH (Grades 6-8) 86c
- Smith. NEW FIRST COURSE IN HOMEMAKING (Grades 7-8) \$1.20

### IX. DICTIONARIES

- American. A DICTIONARY FOR BOYS AND GIRLS. \$1.13
- Scott. THE THORNDIKE CENTURY JUNIOR DICTIONARY, Revised. \$1.14



as possible; the second, the benefit from training in speaking; and third, training in composition; and last, the prizes offered which in the finals is \$4000 cash award. The idea this year of having this as part of the prescribed course of American History with full credit for the work will increase the number taking part in this contest, in studying the U. S. Constitution, and in being informed in the fundamentals of our government. One cannot be informed in the essentials of our government without better appreciating our government."

Rules and regulations governing the contest may be obtained from the American Legion Contest County Chairman.

### **School Board Association President Issues Statement On School Amendment**

W. A. Dees, Goldsboro, president of the North Carolina State School Board Association, recently issued a letter to superintendents in which he emphatically denies recent publicity that the friends of the proposal to amend the constitution to provide for a new State Board of Education including the State School Board Association have lost interest in the matter and are not making any serious effort for it.

"This is not the case," states president Dees. "The organizations and individuals sponsoring the amendment have not accepted the charges as to weakness in the amendment as valid," he stated further.

"Further statements to the effect that 'Chapel Hill is opposed to the Amendment' are without adequate foundation," he adds. "There are some individuals there who are opposed to it. At the same time, there are individuals who are actively supporting it. As an active school man in the State, you may be interested to know that members of the Department of Education and Summer Session staff who work in the field of Public School Administration and Supervision are vitally interested and actively participating in the campaign for the passage of the amendment. These are: W. E. Rosenstengel, School Administration; Guy B. Phillips, School Administration; Roy W. Morrison, Elementary School Organization and Administration; W. Carson Ryan, Head of Department of Education; Ralph W. McDonald (Summer Session), School Administration; J. S. Tippet (Summer Session), Elementary Organization and Administration; J. Minor Gwynn, Secondary Administration and Supervision. This information is given in order that you may be able to correct the deliberate impression being given out that University Education faculty members have walked out on the proposition.

## **STATE ADOPTED BOOKS FOR EIGHTH GRADE**

Information is given in the following order: Publisher, Series Name (if part of a series), Title of Book (written in capitals), Retail price on State Contract.

### **BASAL**

Scott. Growth in Reading, Book II. CONTACT! \$1.28  
Allyn. ELEMENTS OF ENGLISH, Book One. 75c  
Merrill. THE NEW TREND ARITHMETIC, Eighth Year. 68c  
World. HEALTH STUDIES. 66c  
Williams. ALCOHOL AND THE HABIT FORMING DRUGS. 63c  
Laidlaw. THE STANFORD SPELLER. 42c

### **SUPPLEMENTARY**

#### **I. READING**

##### **A. Basal and Work Type**

Ginn. YOU AND YOUR READING. \$1.14  
Heath. FLYING THE PRINTWAYS. \$1.21  
Holt. Let's Read, Book II. THE GOLD BOOK. \$1.10  
Houghton. For Better Reading, Book II. VENTURES. \$1.38  
Lyons. Reading Road. PROGRESS ON READING ROAD. \$1.27  
(See 7th grade list for DRIVING THE READING ROAD. \$1.20, recommended for use in grades 7-8.)  
Scott. Growth in Reading. ACTION. (for grade 7, use to precede adopted 8th grade basal text.) \$1.31  
Macmillan. Reading and Thinking, Book I. EXPERIENCES IN READING AND THINKING. \$1.20

##### **B. Literary**

Ginn. Children's Bookshelf. TOO MANY BEARS. \$1.18  
Iroquois. BEACON LIGHTS OF LITERATURE. Book VIII. \$1.35  
Laidlaw. Studies in Prose and Poetry. YOUR WORLD IN PROSE AND VERSE. \$1.48  
Rand. Enjoying Literature. EXPLORING NEW FIELDS. \$1.38  
Scott. ELSON JUNIOR LITERATURE. Book II. 93c

#### **II. LANGUAGE**

Holt. GENERAL LANGUAGE (Grades 7-8) \$1.20  
World. GRAMMAR FOR EVERYDAY USE. 97c

#### **III. SOCIAL STUDIES**

##### **A. Geography and History**

American. THIS AMERICA. \$1.16  
Bobbs. Geographic Series. NORTH AMERICA BY PLANE AND TRAIN. (Grades 5-8) 83c  
Bobbs. Geographic Series. ASIA THE GREAT CONTINENT (Grades 7-8) 83c  
Bobbs. Geographic Series. OUR COUNTRY'S NATIONAL PARKS, Book I and Book II (Grades 5-8) \$1.10 each  
Ginn. Rugg Social Science Series. MAN AT WORK: HIS INDUSTRIES. \$1.21  
Ginn. Rugg Social Science Series. MAN AT WORK: HIS ARTS AND CRAFTS. \$1.28  
Heath. New World Neighbor Series. 16 titles mostly on Latin America (Grades 4-8) 35c each  
Scott. THIS USEFUL WORLD. (Grades 5-8). \$1.00

##### **B. Civics and Citizenship**

Iroquois. THE AMERICAN WAY (Grades 6-8) \$1.10  
Lippincott. New Citizenship Readers. AMERICAN GOVERNMENT AND CITIZENSHIP. 74c  
Lippincott. IF YOU PLEASE (Grades 5-8) \$1.21  
Macmillan. Democracy Series, WORKING FOR DEMOCRACY. \$1.13  
University. Character Story Readers. THE FLYING DEATH. 73c  
World. Living Through Biography. REAL PERSONS. 83c

##### **C. North Carolina**

Allen. THE STORY OF OUR STATE. \$1.00  
Heath. OLD TIME STORIES OF THE OLD NORTH STATE. 69c  
U. N. C. Press. DISCOVERING NORTH CAROLINA. 70c  
Williams. NORTH CAROLINA FOR BOYS AND GIRLS. 90c  
Williams. MAKERS OF NORTH CAROLINA HISTORY. 75c  
World. GROWTH OF NORTH CAROLINA. \$1.14  
N. C. Dept. of Conservation and Development. STORY OF CONSERVATION IN NORTH CAROLINA. Secure from Supt.

#### **IV. ART**

Laidlaw. Art Appreciation Textbooks, Part VIII. MODERN ART. 28c  
Mentzer. GREAT PICTURES AND THEIR STORIES, Book VIII. 69c  
Mentzer. GREAT PICTURES AND THEIR STORIES, Book IX. 76c

#### **V. MUSIC**

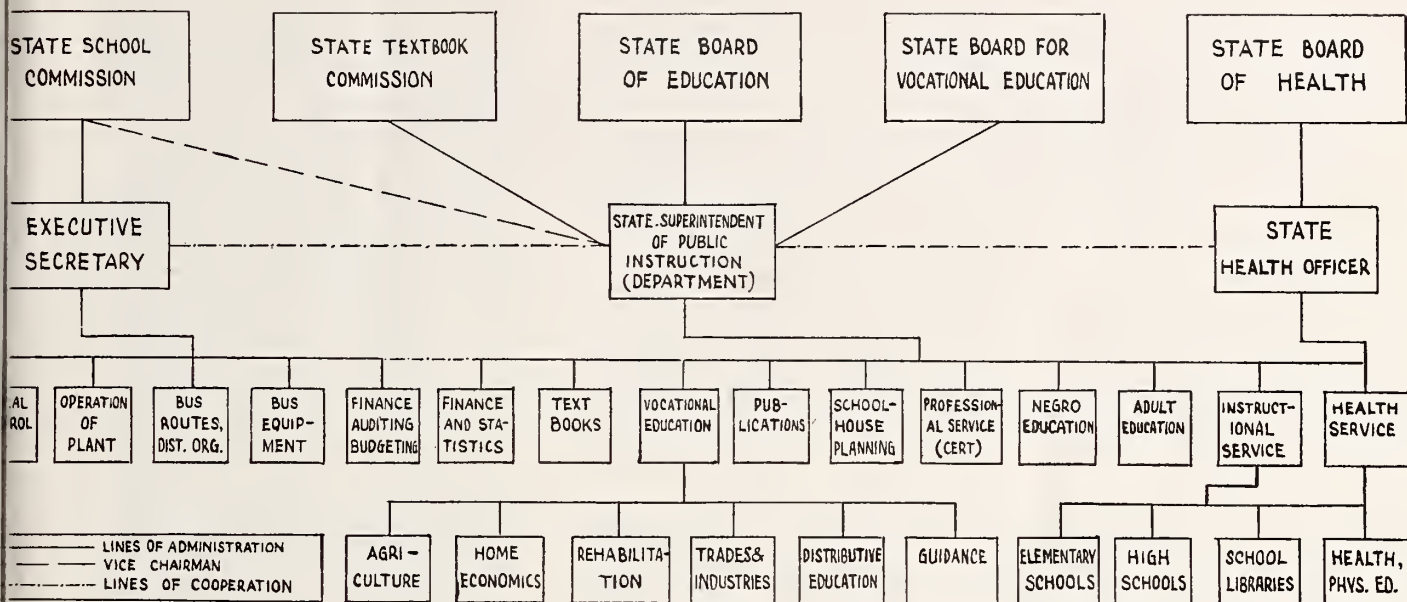
Ginn. World of Music. ADVENTURE. \$1.21  
Houghton. SONGS OF FREEDOM (Grades 7-8) 83c  
Silver. MUSIC OF MANY LANDS AND PEOPLES. \$1.32

(Continued on page 11)

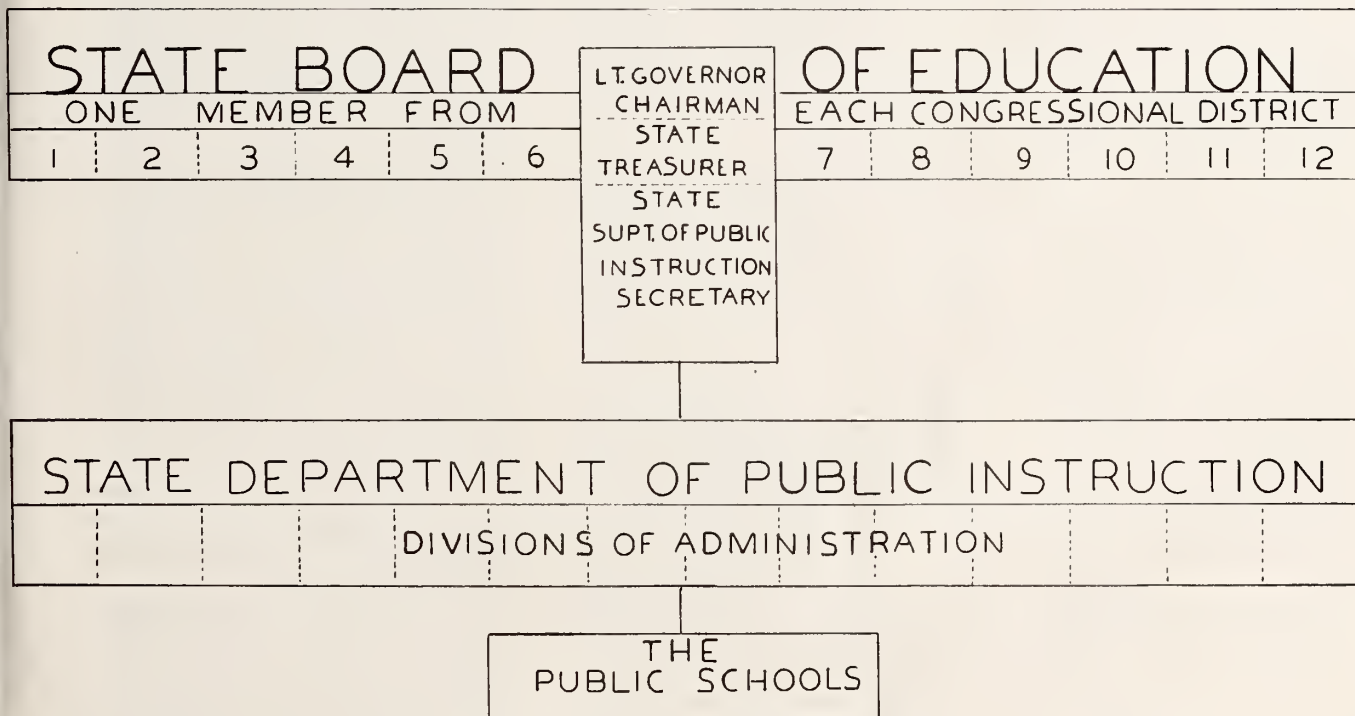


# State Administration of the Public School System

## PRESENT ORGANIZATION



## PROPOSED ORGANIZATION



WHICH?



# Laws, Rulings and Opinions

## *Special Tax District School Bonds; Assumed by County; Sinking Fund Turned Over to County Treasury.*

*In reply to inquiry:* I wish to acknowledge receipt of your letter of the 10th inst., in which you set out certain facts and conditions existing relative to the distribution of certain sinking funds collected by a sinking fund commissioner for the payment of certain bonds issued by the..... School District which have now been assumed by the County.

In your letter you inquire, under the circumstances outlined in your letter, if the sinking fund commissioner, with approval of the county board of commissioners, can legally pay to the trustees of the..... School District the funds now held by him and hereafter collected to be expended exclusively for the purpose of capital outlay in said district.

The last paragraph of Section 16 of Chapter 358 of the Public Laws of 1939 seems to answer your question. The latter portion of the last paragraph of Section 16 says:

"...and in the event there is no debt service requirement upon such district, all amounts so collected for whatever purpose shall be converted into the county treasury to be used as a part of the county debt service for schools."

I am, therefore, of the opinion that the funds held by the sinking fund commissioner under the facts and circumstances set out in your letter should be turned over to the county treasury of.....County, to be used for the purposes specified in said Section 16.—Attorney General, September 14, 1942.

## *Right to Require Pupils to Salute the Flag.*

*In reply to inquiry:* I have your letter of October 12, in which you submit the following question:

"As to whether the principals and teachers in the public schools in North Carolina have the right to require the pupils to salute and pledge allegiance to the Flag of the United States. The children in one of the families of the.....School in.....County have refused and continue to refuse, upon religious grounds, to either salute or pledge allegiance to the Flag. Please give me an opinion as to whether the principals and teachers have the right to require these children to honor our Flag in the ways suggested."

In the case of *SCHOOL DISTRICT v. GOBITIS*, 60 Sup. Ct. 1010, 127 A.L.R. 1493 (1940), the expulsion of two children from a public school for refusing to salute and pledge allegiance to the American Flag, in accordance with the requirement of the local board of education, was upheld in an eight to

one decision. In this case the refusal was based upon a conscientious belief on the part of the children that the Bible forbade such acts, and that the Bible, as the word of God, was the supreme authority for the faith to which they belonged.

This decision is in accordance with authorities cited in 110 A. L. R. 383; 120 A. L. R. 655; and 127 A. L. R. 1502, which established the principle that school children may be required to salute the American Flag and pledge allegiance to it, which would constitute no violation of the constitutional guarantee of religious freedom, for the reason that such acts have no connection with religion but are simply patriotic gestures designed to train children, in their formative period, in good citizenship and loyalty to their country.

In the cases which have been found, the authority to require the salute is derived from the Act of the Legislature or action of the local school authorities. In the *GOBITIS* case, the Court stated the issue before it to be as follows:

"Whether the legislatures of the various states and the authorities in a thousand counties and school districts of this country are barred from determining the appropriateness of various means to evoke that unifying sentiment without which there can ultimately be no liberties, civil or religious."

Your question is whether the principals and teachers in the public schools have the right to make this requirement.

Consolidated Statutes 5441 provides that there shall be taught in the public schools of North Carolina a course of instruction which shall be known as Americanism, and that there shall be included in the term "Americanism" the general items which are listed, including the following:

"(d) Respect for the National Anthem and the Flag."

Under the authority of this statute, I am of the opinion that the principals and teachers in the public schools of this State would have a right to require the pupils to salute and pledge allegiance to the Flag of the United States.

I understand from press reports that a case was recently decided by the Circuit Court of Appeals of the Fourth Circuit, in which an opinion was written by Judge John J. Parker, the Presiding Judge, and a contrary conclusion reached. I have not seen this opinion and at this writing no publication of it is available in this office. For the present, however, the decision of the Supreme Court of the United States would be controlling. — Attorney General, October 14, 1942.

## *Employment of Bus Driver; Commissioner of Public Trust Contracting for his Own Benefit.*

*In reply to inquiry:* In your letter of June 5, you inquire if a member of a school committee could be employed as a bus driver, and if such committeeman could be employed as a janitor, teacher, principal, or other school employee.

Section 27 of Chapter 358 of the Public Laws of 1939, as amended, provides that the authority for selecting and employing drivers of school buses shall be vested in the principal or superintendent of schools at the termination of the route, subject to the approval of the school committeemen or trustees of said school, and the county or city superintendent of schools.

Since such employment is made subject to the approval of the school committeemen, I do not think that a committeeman could be employed as a school bus driver, janitor, teacher, principal, or other school employee, as this would be a violation of C. S. 4388 which prohibits a commissioner of public trust contracting for his own benefit.—Attorney General, June 8, 1942.

## *Transfer of Students From One Administrative Unit or District to Another Administrative Unit or District; Right to Charge Tuition.*

*In reply to Inquiry:* You state in your letter that.....County sends several high school students into the.....City Administrative unit. You desire to know whether the.....City Administrative unit has the right to make a per capita charge to.....County for these students.

Under the provisions of Section 5 of the School Machinery Act of 1939, as amended, the State School Commission has the power and authority to transfer children living in one administrative unit to another administrative unit, or district, for the full term of such school without the payment of tuition, provided sufficient space is available in the buildings of the unit or district to which the transfer is made.

This section also contains a proviso to the effect that the provision as to the nonpayment of tuition shall not apply to children who have not been transferred as set out in the section.

The answer to your question would, therefore, depend upon the method of transfer. If the transfer is made as provided in the section, no tuition should be charged. If the students referred to have not been transferred by the method set out in the School Machinery Act, it seems to me that the.....City Administrative Unit would have a right to charge an amount not exceeding the per capita cost to the.....Administrative Unit. — Attorney General, May 4, 1942.



# Where Are They Now

*Fowler, Hattie R.*, formerly teacher training instructor in Alexander County, is now Assistant Professor of Education at Lenoir Rhyne College.

*Cooke, Dennis H.*, formerly principal of the Oxford Orphanage School, is now Professor of School Administration of Peabody College.

*Wright, J. T. C.*, formerly a high school principal (1917-20), is now Professor of Mathematics at the Appalachian State Teachers College.

*Duncan, F. D.*, formerly accountant in the Division of Finance of the State Department of Public Instruction, is now Treasurer of East Carolina Teachers College.

*Coggin, J. K.*, formerly supervisor of agriculture in the Division of Vocational Education, is now Associate Professor of Education at N. C. State College.

*Gwynn, J. M.*, formerly superintendent of the Chapel Hill schools is now Associate Professor of the Teaching of Latin at the University of North Carolina, Chapel Hill.

*Emory, S. T.*, formerly superintendent of the Tarboro schools, is now Associate Professor of Geology at the University of North Carolina.

*Hartsell, E. H.*, formerly superintendent of the Elizabeth City schools, is now Instructor in English at the University.

*Halfacre, W. D.*, formerly principal of the Burlington schools and more recently superintendent of the North Wilkesboro city unit, is now in business in North Wilkesboro.

*Webb, J. F.*, formerly superintendent of the Granville County schools, is now in the insurance business at Oxford, N. C.

*Phillips, C. W.*, formerly principal of the Central High School, of Greensboro, is Director of Public Relations of the Woman's College, Greensboro.

*Messick, J. D.*, formerly principal of the Trenton School in Jones county, is now Dean and Head of the Department of Education of Elon College.

*Hamilton, O. A.*, formerly superintendent of the New Hanover County Schools, is now State representative for the Macmillan Co., publishers. He lives at Chapel Hill, North Carolina.

*Gaddy, C. F.*, formerly superintendent of the Raleigh city unit, is now Superintendent of Rex Hospital, Raleigh.

*Story, T. E.*, formerly principal of the Wilkesboro school, is now practicing law in that town. He represented the county as an elected representative during the last session of the General Assembly.

# Tar Heel Educators

*By Geraldine Coburn of The North Carolina Historical Commission*

## Brantley York and the Birth of Duke University

One hundred and four years ago, in the early spring of 1838, a young man of great promise was invited by several gentlemen in Randolph County to be principal of Brown's Schoolhouse, a humble log building in bad repair. Although the local farmers soon erected a new log house for the principal and his students, the young schoolmaster called for a still larger building, and at the first examination in the new school he delivered an address entitled "The Importance of Establishing a Permanent Institution of Learning of High Grade at This Place." At this time, too, he presented a plan for erecting a more impressive building, and within a few months, on July 4, 1839, the corner stone was laid for the proposed building. It was named Union Institute in order to unite the interests of the Methodists and Quakers of the neighborhood, and little did anyone dream that this school, still only a one-story building of two rooms, would be the predecessor of Trinity College, which later became Duke University.

This young principal of Union Institute was none other than Brantley York who was born on January 3, 1805, on Bush Creek in Randolph County, the seventh child of Eli and Susanna York. Education and learning were at a low ebb at the time of Brantley's boyhood, but he did manage to attend school irregularly until he was thirteen. At that age his father, having lost all of his property and being heavily in debt, hired out his young son, and Brantley worked at odd jobs here and there until he finally found a home near the old location of Trinity College. Here revivals and camp meetings were just becoming popular; Ebenezer church, which had an active library society, was established near Brantley's new home; and in a sense he was another Abe Lincoln, working all day and studying by the light of pine knots at night.

Brantley was thirty-four years old when Union Institute was established, and by this time he had mastered English grammar, geometry, trigonometry, surveying, Caesar, and Virgil, and could read the New Testament in Greek. As principal and agent of Union Institute, his duties were numerous; his faculties, both mental and physical, were taxed to their utmost capacity; and under the strain of teaching and collecting enough money to carry on the work of the school, his health and vision began to fail. In 1841, however, as if in answer to a prayer, Rev. Braxton Craven entered the school as an assistant teacher. His studious habits and marked ability were a great help to York, and one year later when York thought it best to resign from the Institute and accept a job more suitable to his health as principal of Clemons ville High School, he recommended Craven as his successor. Craven, therefore, succeeded York as principal of Union Institute on February 14, 1842, and under his management the school grew from Union Institute into Normal College, and from Normal College into Trinity College, which later became Duke University.

Although York became totally blind soon after he left Union Institute, it did not put an end to his usefulness, and as a circuit rider he preached and taught in nearly every county in the State. It has been said that "He had under his tuition more than 15,000 pupils, and he himself estimated that he had preached and lectured more than 8,000 times." In recognition of his fine work Rutherford College, where he taught for a time as a professor of logic and rhetoric, conferred upon him the degree of doctor of divinity.

For half a century Brantley York devoted his life to organizing academies and schools to educate the boys and girls and men and women of the Old North State, and for this reason he will always be remembered among the outstanding educators of this State, but he will also be remembered too as the man who organized Union Institute, the little school which grew into the great Duke University. He died on October 7, 1891, at the age of eighty-six years.



## From The Past

5 Years Ago

*Public School Bulletin* (November, 1937:) The city of Morganton is conducting a campaign to raise \$2,000 for the support of a high school band.

Dr. George Howard has been appointed assistant to the superintendent of the Canal Zone Schools, Balboa Heights, Canal Zone.

Copies of Publication No. 197, *North Carolina School Library Handbook*, sufficient for one copy for each school, have been mailed to each superintendent.

"This will advise you that where the local board, following a vote of the people on supplements, carries on schools for the ninth month, they are employers of teachers and should carry compensation insurance."—Attorney General.

25 Years Ago

### Legislative Acts

A board consisting of three men and three women of recognized ability and successful experience appointed by the Governor was created and given entire control of examining, accrediting and certifying all applicants for teaching positions in the State and was also put in charge of directing and conducting a teachers' institute for a term of not less than two weeks biennially in every county in the State.—Biennial Report.

The period for compulsory attendance was increased from the ages "8 to 12" to the ages "8 to 14" years.—Biennial Report.

An Act was passed establishing a State Board for Vocational Education to administer the funds accruing to the State from the Federal appropriations and providing that the board would have direction of vocational work in the State.—Biennial Report.

### Publications Issued by the State Superintendent (1917)

Program for North Carolina Day, 32 pages  
Public School Law, complete edition, 162 pages  
Directory of School officials, 48 pages  
Tenth Annual Report of the Inspector of Public High Schools, 144 pages  
Proceedings and Addresses of the North Carolina Teachers' Assembly, 260 pages  
Song Collection for Teachers' Institutes, 112 pages  
Opening Exercises, 24 pages  
Institute Manual  
Course of Study for Public High Schools, 28 pages  
A Check List of High Schools 20 pages  
Arbor Day, 48 pages  
Twelve Lessons for Moonlight Schools, 40 pages  
Rules and Regulations of State Board of Examiners, 18 pages



See what they are doing to

- Renew faith in democracy
- Serve wartime needs
- Build strong bodies
- Develop loyal citizens
- Cultivate knowledge and skills
- Establish sturdy character
- Strengthen morale for victory

See what the schools are doing to help your boy or girl. See what they are doing to help win the war and keep America free.

## Editorial Comment

(Continued from page 3)

or the mastering of the tools of knowledge only. We are thinking of training in its broadest conception: of how to live with one's fellowmen in a democracy — to know the little courtesies that make associations pleasant and happy; to know the meaning of honesty and of right conduct and to control that conduct; all to the end that this State, this land, and this world will by each little bit be made a better place in which to live.

The public schools have a great mission. The teachers have a great responsibility. Let us not in this time of peril forget this mission and this responsibility!

Course of Study for Farm-Life Schools, 50 pages  
Educational Legislation (1917) 32 pages

"The actual results accomplished in the work of teaching adult illiterates during the first year of the operation of the law of 1917 were very gratifying. There were enrolled and taught 3,593 illiterates the first year, despite the fact that a considerable portion of the time had necessarily to be used in organizing the work and getting the schools started."—Biennial Report.

## From The Press

*Wayne County.* The Wayne County Board of Education in its monthly meeting Monday (Oct. 5) considered a proposal to shorten the school bus routes and make fewer stops in order to conserve both gasoline and rubber, J. W. Wilson, county superintendent, reported.

*Chapel Hill.* The Teachers Placement Bureau at Carolina placed 225 persons in positions during the season just closed, it was announced today (Oct. 10) by Director Guy B. Phillips.

*Harnett.* The School Milk Program for Harnett County has been approved. The Board of Education at its meeting Sept. 7 authorized Supt. Ross to act as its agent in entering into a contract with the Agricultural Marketing Administration by which AMA would finance the milk program in the Harnett schools.

*Red Springs.* Provisions of the Compulsory Attendance law requiring all children between the ages of 6 and 14 to attend school regularly were called to the attention of parents this week (Oct. 8) by E. R. Poole, superintendent of the schools of Red Springs district.

*Sampson.* Sampson county commissioners at their regular meeting on Monday (Oct. 5) approved the borrowing of a sum of \$15,000 from the State Literary Fund for completion of the new school at Newton Grove, which is being erected to take the place of the building destroyed by fire last spring.

*Raleigh.* The Advisory Budget Commission heard a request for an appropriation of \$81,573 for the State Textile School now under construction at Belmont.

*Alamance.* More has been done by two teachers in Alamance county schools to vitalize the study of mathematics than anything imaginable is the opinion County Superintendent M. E. Yount has expressed of the practical math classes conducted the past year by Mrs. M. W. Hook in the Elon School and by Mrs. Bessie Holmes Robbins in the Alexander Wilson School.

*Edgecombe.* Edgecombe County is making a commendable effort to feed her school children. The Tarboro City Schools and the County rural schools will provide nearly 1,000,000 lunches for the white and colored school population during the year 1942-43—lunches that are hot; lunches that are to give both diets; and vitamins for growth and development.

*Asheville.* In response to increasing interest and need for preflight ground training aroused by the war emergency, a course in elementary aeronautics is being taught this year at the Lee H. Edwards High School, R. H. Latham announced recently.



STATE DEPARTMENT OF PUBLIC INSTRUCTION

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

OLAN V. COOK  
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CHAPEL HILL, N. C.

DECEMBER  
1942

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Volume VII

Number 4





# In This Issue

	Page
Superintendent's Letter .....	2
Calendar for December .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Manpower Commission Certifies Essential Education Services .....	4
Critical Occupations (box) .....	4
Production and the Exhibition of War Films Increased .....	4
U. S. Office of Education Announces New Publications .....	4
The President Says— (box) .....	5
PTA Has Legislative Program .....	5
Emergency School Health Program Shows Results .....	5
The President Signs Amendment to Hatch Act .....	6
How Salary Stabilization Affects School Employees .....	6
Printed Materials Sent to Superintendents (box) .....	6
Negro History Week Observed February 7-14 .....	6
New Staff Member Appointed .....	6
High School Debate Query Announced .....	7
Certification Requirements of Teachers Modified .....	7
List of Elementary Textbooks Issued .....	7
H. S. Victory Corps Should Cooperate With Civilian Defense .....	7
State School Facts— .....	8-9
Notes (Continued)—	
Music Bulletin Comes From Press .....	10
University Establishes College for War Training .....	10
Victory Corps Notes .....	10
Publication of Film List Announced .....	11
War Records to be Collected Now .....	11
Rural War Production Training Program Gets Under Way .....	12
Higher Principal's Certificates Issued .....	12
N. C. College Conference Modifies Admission Requirements .....	12
Victory Corps Conferences Being Held .....	13
Call for Adoption of Additional Textbooks Made .....	13
Superintendents Urged to Subscribe to "Victory" .....	13
Winning School In Scrap Campaign to Name Liberty Ship .....	13
School Board Amendment to Constitution Passes .....	13
Education Week Observed Nov. 9-13 .....	13
War Production Training Program Enrolls 3000 Persons .....	14
Posters for Libraries Made Available .....	14
Tar Heel Educators .....	14
Laws, Rulings and Opinions .....	15
From the Past .....	16
Protect Your Home From Tuberculosis (box) .....	16
From the Press .....	16

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

December 1, 1942

### To Superintendents, Principals and Teachers:

*Because I believe that the immediate inauguration of Victory Corps programs in our public high schools is essential to our War Effort, I am writing this second letter on this topic.*

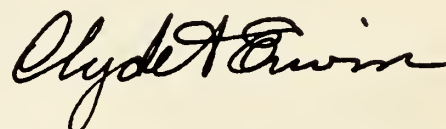
*At the present time three members of our regular staff are holding conferences throughout the State in an effort to assist you in organizing and developing various Victory Corps programs. A fourth person has been employed to give full time to this project.*

*Material for use in connection with these programs is being distributed as rapidly as possible. The Office of Education has already sent out the "High-School Victory Corps" manual, and additional copies are available from the Superintendent of Documents, Washington, D. C. Then, too, the Army and Navy Departments have prepared valuable material for use in the schools. In addition to this, the State Board of Education has issued a call to textbook publishers to submit books having significance related to the War for possible adoption and use in the schools.*

*All of this is simply an effort on the part of educators to make our youth better prepared to meet their needs in a world at war. Training is essential for living both in a world at war and in a world at peace, but during a war the emphasis is somewhat different. If we are to preserve this fundamental principle of democracy of deciding for ourselves where the emphasis shall be placed at this hour, then in my opinion we should do all in our power to defend the country which makes this right possible.*

*I believe, therefore, that every school should be enlisted in this all-out effort to win this war for this country and our allies by the organization and development of High School Victory Corps Programs. Let's make North Carolina 100 per cent in this respect!*

Very truly yours,



State Superintendent of Public Instruction.

### Calendar for December

- 7—Pearl Harbor Day
- 12—National Capitol Day
- 17—Anniversary Wright Flight at Kitty Hawk, N. C., 1903
- 18—First N. C. Constitution Ratified, 1776
- 21—Winter Begins
- 25—Christmas Day
- 29—Anniversary of Birth of Andrew Johnson, Raleigh, 1808
- 31—Watch Night

### Cover Picture

Members of a class on Egg Production hold a meeting in the poultry yard of one of the class members to study feeding and flock management problems. This class is one of three being held in the Prospect Hill, Caswell County, community to aid local farm women to increase egg production. These classes are a part of the State-wide Rural War Production Training Program sponsored by the Division of Vocational Education of the Department of Public Instruction and the U. S. Office of Education. In this picture, S. J. Howard, teacher of agriculture at the Prospect Hill High School and supervisor of the class, is seen discussing a good type of laying hen. Mrs. Coy E. Mabe is teacher of the class.



# North Carolina Public School Bulletin

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## Editorial Comment

### School Children Win "Battle" on Scrap Pile "Front"

Reports from county and city superintendents indicate that the school children of the State really "went to town" in the recently conducted "Get in the Scrap" campaign sponsored by the newspapers. The final report on November 16 showed a total collection of 177,549,614 pounds of scrap for the State as a whole. The school children were responsible for collecting a large percentage of this amount.

Macon County having collected 3,317,691 pounds for a per capita of 208.9 pounds was awarded first prize. Transylvania won second prize with a per capita collection of 203.5 pounds.

Some of the results obtained by the school children were as follows:

Duplin County, 1,086,434 lbs.

Rocky Point in Pender County, 38,621 lbs., or a per capita of 461 pounds.

Lee County, 920,929 lbs.

Laurinburg, 326,068, or 726.2 lbs. per pupil.

Valdese School in Burke County, 68,000 lbs.

Hartsell School in Cabarrus County, 138,937 lbs.

Thomasville, 285,000 lbs.

Raleigh, 581,815 lbs.

Greensboro, 311,885 lbs.

Swannonoa School, Buncombe County, 537,581 lbs. or a per capita of 548 lbs.

Mt. Airy, 100,000 lbs., one-fourth

of which was collected by one boy, Jimmy Crossingham; he collected 26,000 pounds.

Jack Blois of the Tuxedo Elementary School in Henderson County collected a total of 30,756 pounds.

The money realized from the sale of this scrap by the schools is being used in a variety of ways. The Clement School in Forsyth County will increase the size of the cafeteria and make other improvements with the \$751 obtained from the sale of scrap collected. The Hartsell School in Cabarrus will turn the \$443.92 made over to the gymnasium fund. In Thomasville "each of the schools is being allowed to use the returns from the sale to buy equipment needed in the school." In the Chas. D. McIver School, Greensboro, "the money will be used to buy two large American Flags for the auditorium stage and a smaller American Flag for each room." Roanoke Rapids will use these funds, \$299.82, for the purchase of library books.

These instances are typical of what happened all over the State. They indicate what can be done when the schools are called upon to participate in a worthwhile project. They also show that the money realized from this democratic undertaking will be used in a democratic way. We congratulate the schools and the school children in the showing that they made in this phase of the Nation's effort to win the war. They have won an important "battle" on the scrap pile "front."

### The Schools Volunteer

North Carolina schools, in many instances, have already inaugurated programs having significance to the war effort. Immediately after war was declared, a program of health and physical education was inaugurated on a State-wide basis. Many schools have included first-aid courses and fire and air raid drills as a part of this program. Some of the first year results of this physical fitness program are given in an article elsewhere in this BULLETIN.

During the spring and summer months teachers participated in the sugar and gas rationing programs. More recently the students of the various schools, both elementary and high, have assisted in collecting an enormous amount of scrap (mentioned editorially).

Besides these activities engaged in by the schools, specific programs have been introduced into those schools having vocational departments: (1) the Rural War Production Training Program under the direction of the teacher of agriculture for assisting out-of-school people in the production of essential foods, and (2) the War Production Workers Program, which is carried on in those schools equipped with shops and equip-

ment for training high school students in trades needed in war industries.

Then, too, there has been a renewed emphasis upon the teaching of American history with special attention to the democratic concept and the development of the American type of government.

At the present time conferences are being held throughout the State by members of the staff of the Department of Public Instruction and with superintendents and principals with the view of organizing Victory Corps Programs in each of the public high schools of the State. This new program simply gathers up the various programs that have already been inaugurated, adds others, and points them in the direction of the war effort.

In order to have material for teaching these added courses, the State Board of Education has called for an adoption of books in Refresher Mathematics, Preflight Aeronautics, and in other courses having implications to the war effort and that will aid in the promotion of the Victory Corps Program.

In other words, the classroom offerings of the public high schools of the State are being geared to further the war effort. The training is fundamentally the same, perhaps, except that there is more of certain types of offerings and applications are directed toward wartime pursuits instead of peacetime activities. The schools stand a chance to gain considerably from the experiences gained in this overall picture. They will undoubtedly find out some of their weaknesses. And it may be that more definiteness of purpose can be added to the entire school program. It is to be hoped that when the war is finally ended that just as much energy and intelligence will be exercised in an effort to arrive at a common understanding toward winning peace as is now being used in winning victory on the battle front.

### "Cheerful Children"

For sometime we have wanted to comment on the little mimeographed bulletin issued by the North Carolina Orthopedic Hospital School located at Gastonia, under the above-named title. This space gives us that opportunity, and so we simply wish to congratulate those who have the responsibility of issuing that little paper and to call attention to its general make-up. Each number is always so clean and neat, and the art work being so well done adds to the general appearance and attractiveness of the paper. Then, too, the content, which is prepared by the pupils themselves, is commendatory. We, therefore, congratulate this school in turning out such an excellent and attractive publication.



# Notes and Announcements

## Manpower Commission Certifies Essential Education Services

Occupational Bulletin No. 23, dated September 30, 1942, issued by Lewis B. Hershey, Director of the Selective Service System, gives the educational services certified by the War Manpower Commission as essential to the support of the war effort. The complete memorandum is as follows:

1. The War Manpower Commission has certified that educational services are essential to the support of the war effort.

2. This bulletin covers the following essential activities which are considered as included within the list attached to Local Board Release No. 115, as amended:

(a) *Educational services:* Public and private industrial vocational training; elementary, secondary, and preparatory schools; junior colleges, universities and professional schools; educational and scientific research agencies; and the production of technical and vocational training films.

3. In considering registrants engaged in educational services there must be taken into consideration the following:

(a) The kind of institution in which the registrant is engaged;

(b) the occupation of the registrant in that institution; and

(c) the classroom studies under the registrant's instruction, supervision, or administration jurisdiction. Attached (box) is a list of occupations by institutions and classroom studies in educational services which require a reasonable degree of training, qualification, or skill to perform the duties involved. It is the purpose of this list to set forth by institutions and classroom studies the important occupations in educational services which must be filled by persons capable of performing the duties involved in order that the essential portions of the activity may be maintained. Item 4 of the list does not include classroom studies but occupations which shall be considered in the same manner as any other occupations. The entire list is confined to occupations which require more than six months of training and preparation.

4. In classifying registrants employed in these activities, consideration should be given to the following:

(a) The training, qualification, or skill required for the proper discharge of the duties involved in his occupation;

(b) the training, qualification, or skill of the registrant to engage in his occupation; and

(c) the availability of persons with his qualifications or skill.

## Critical Occupations

(Educational Services)

### 1. ELEMENTARY, SECONDARY AND PREPARATORY SCHOOLS

(a) Superintendents of elementary, secondary and preparatory school systems; and

(b) teachers who are engaged in full-time instruction in one or more of the following subjects: Aeronautics, Biology, Chemistry, Mathematics, Physics, and Radio.

### 2. JUNIOR COLLEGES, COLLEGES, UNIVERSITIES AND PROFESSIONAL SCHOOLS, EDUCATIONAL AND SCIENTIFIC RESEARCH AGENCIES

(a) Presidents, Deans, and Registrars in junior colleges, colleges, universities and professional schools; and

(b) professors and instructors engaged in full-time instruction and research in one or more of the following subjects: Agricultural Sciences, Architecture (Naval), Astronomy, Bacteriology, Biology, Chemistry, Dentistry, Engineering Sciences, Geology, Industrial Management, Mathematics, Medicine and Surgery, Metallurgy, Meteorology, Navigation (Aerial and Marine), Oceanography, Pharmacy, Physics, Physiology and Veterinary Sciences.

or who can be trained to his qualification, to replace the registrant and the time in which such replacement can be made.

## Production and the Exhibition of War Films Increased

Information recently released by the Bureau of Motion Pictures by the Office of War Information, Washington, D. C. shows that there are approximately 20,000 16mm sound projectors in the country. To supply war films for use in these projectors the Office of War Information since July has released 13 different films and has placed 3,500 reels of films in the hands of distributors. The Office expects to increase the number of reels to 12,000 shortly and to at least 25,000 by next June. At present there are about 130 film distribution agencies in the country that have stocked the films. In North Carolina stocks of war films are maintained by the Bureau of Visual Education, Extension Division, University of North Carolina, and the National School Supply Company of Raleigh.

Films released by the Office of War Information carry no rental charge, but distributors are permitted to make a service charge to the user not to exceed 50 cents for the first subject and 25 cents for each additional subject included in a single shipment. The service charge remains the same regardless of the number of days that a subject is booked with an exhibitor.

That American people want information about the war is shown by the fact that representatives of 18 national organizations with a total membership of over 20 million indicated in a recent meeting the interest of their groups in using motion pictures, dealing with the war. To meet the demands of such a large number of people requires maximum utilization of all 16mm projectors and films now available. It has been suggested that one volunteer service that could be performed by schools with 16mm projectors is the regular showing of war films by students at luncheon groups, afternoon meetings of various women's organizations, and community gatherings at night. It is recommended that exhibition of several films at one meeting be made when possible; for example, here are two half-hour programs using war films:

### Program I—

1. KEEP 'EM ROLLING (song short)
2. TANKS
3. MIDDLE EAST (British)
4. BATTLE FOR EGYPT (Castle)
5. CAISSONS GO ROLLING ALONG (song short)

### Program II—

1. RING OF STEEL
2. ANCHORS AWEIGH (song short)
3. WINNING YOUR WINGS

Other organizations in addition to the Office of War Information are releasing numerous films that are of interest to students and various community groups. The Coordinator of Inter-American Affairs has released during the past few months the following films having to do with hemisphere solidarity: AMERICANS ALL, BRAZIL, COLUMBIA, VENEZUELA, BUENOS AIRES AND MONTEVIDEO, FIESTAS OF THE HILLS, WOODEN FACES OF TOTONICAPAN, HILLTOWN OF GUATEMALA, BRAZIL GETS THE NEWS, and THE DAY IS NEW.

## U. S. Office of Education Announces New Publications

Eight publications recently issued by the U. S. Office of Education will help school administrators solve educational problems arising out of the wartime emergency. All



eight publications may be obtained from the Superintendent of Documents, Washington, D. C. at the prices indicated. A 25 percent discount is offered on orders of 100 or more.

*Guidance Problems in Wartime* offers help to school counselors and considers some of the problems of guidance which have been created or accentuated in the lives of students by the war situation. Prepared by Warren K. Layton, Director of Guidance in the Detroit Public Schools, the pamphlet is No. 18 in the Education and National Defense series. (20 cents) (A free list of all pamphlets in this series is obtainable from the U. S. Office of Education.)

Men desirous of joining the U. S. Army Air Forces will find the graphic publication *26 Job Opportunities in the United States Army Air Force* a simple but complete guide. The chart outlines the qualifications, duties, and advantages of 26 positions, including ground and flying posts filled by both officers and enlisted men. (10 cents)

Thousands of Americans newly recruited for industrial jobs need to know the facts presented in *Safety for the Worker and The Worker, his Job and his Government*. Of the first, L. S. Hawkins, Director of Vocational Training for Defense Workers, says: "It was prepared to acquaint trainees in defense-training classes with some basic principles and practices that every worker should know." The second is a handbook of Federal labor laws as they affect workers—their safety, compensation, security, and relations with employers. Knowledge of the information contained in the booklets will make a worker a more alert and responsible citizen. Agnes Martocci of the staff of the program of Vocational Training for Defense Workers, U. S. Office of Education, wrote both. (*Safety for the Worker*, Vocational Division Defense Training Leaflet No. 1, 5 cents; *The Worker, his Job and his Government*, Vocational Division, Bulletin No. 220, Defense Training Service, No. 1, 15 cents).

*Military Service*, a bulletin compiled by Walter J. Greenleaf and Franklin R. Zeran, answers comprehensively questions concerning qualifications, restrictions, and requirements for enlistment in all branches of the armed services. No longer need men or women canvass scattered offices for information. The booklet is a handy guide to the Army, Navy, Air Forces, Marines, Coast Guard, and Nursing services. (Vocational Division, Bulletin No. 221, 10 cents).

The trend toward a greater understanding of our sister republics to the South is reflected in the bibliography, *Industries, Products, and Transportation in our Neighbor Republics*. Intended as an index of reading material for social-studies classes in elementary and junior-high schools, the publication, Bulletin No. 6, 1942, lists sources of

## The President Says—

The school authorities in all the States should work out plans to enable our high school students to take some time from their school year, and to use their summer vacations, to help farmers raise and harvest their crops, or to work in the war industries. This does not mean closing schools and stopping education. It does mean giving older students a better opportunity to contribute to the war effort. Such work will do no harm to the students. — President Roosevelt, October 12, 1942.

information suitable for those grades under three headings—subject, country and book title. (10 cents).

*Educational Legislation and Health Services in City Schools*, findings of the Biennial Survey of Education in the United States (1938-1940) have just been issued. The first, written by Dr. Ward Keesecker, reports many steps toward improvement of our school systems, including more efficient business management of the schools, added health and safety provisions for school children, extension of higher education for Negroes, and increased Federal aid for Vocational Education. (Vol. I, Ch. IV, Biennial Survey of Education in the United States 1938-40, 15 cents).

Dr. James F. Rogers, author of *Health Services in City Schools*, indicates that health services have improved, too, although most cities still feel the need for increased personnel and equipment. (Vol. I, Ch. V., Biennial Survey of Education in the United States 1938-40, 15 cents).

## PTA Has Legislative Program

The resolutions adopted by the North Carolina Congress of Parents and Teachers at the last State meeting in Greensboro, N. C. April 8-10, 1942, endorsed the following legislative program:

1. Increase in salary for teachers to meet the increased cost of living and to encourage young people now in college to enter teaching as a profession.
2. Sick leave provisions on the same basis as other State employees.
3. A twelve year school system.
4. The addition of the ninth month to our State supported school system.
5. An expansion of our present vocational education by encouraging future teachers now in college to prepare for such teaching.
6. A continuing contract which will protect both the teacher and the school.
7. Extension of compulsory attendance law from 14 to 16

years of age and adequate provision for its enforcement.

8. Teacher allotment based on membership rather than on average daily attendance and on the basis of individual school enrollment in order to equalize the teacher-load.
9. The teaching of Spanish language in North Carolina high schools as a means of hemispheric solidarity and "good neighbor" policy.
10. The responsibility of disseminating knowledge to its members and the public in general as to the desirability and wisdom of amending the State Constitution to provide for one central board of education.
11. Endorsement of bill now pending in Congress to provide Federal aid for elementary and secondary schools.
12. That NYA funds be provided to continue the work of training youth properly in areas where most needed.

This program is comprehensive in scope and sets out the objectives which we must ultimately obtain in striving for a better educational system in North Carolina.

## Emergency School Health Program Shows Results

The results of the school health and physical education program inaugurated by the schools upon the recommendation of Governor J. M. Broughton after the United States entered the War were tabulated and announced recently by the Division of Instructional Service of the State Department of Public Instruction.

As the following figures show, even though the program was late in getting started, the schools responded in a very creditable way to the suggestions made by the committee appointed by the Governor to plan and introduce immediately into the schools a program of health, physical education, and safety:

No. students enrolled in physical education courses .....	90,509
No. students enrolled in health and safety courses:	
Nutrition .....	37,597
First aid .....	43,311
Communicable disease .....	26,092
Safety .....	37,088
No. students given medical examinations .....	39,741
Defects among 13,814 examinations:	
Dental defects .....	85%
Defective vision .....	16%
Hernia .....	2%
Diseased tonsils .....	14%
10% underweight .....	16%
10% overweight .....	7%
Heart abnormalities .....	1.5%
Other facts revealed:	
17 clinical cases of tuber-	



culosis out of an examination of 1,408 boys.  
 41 positive out of 6,757 Wasserman tests.  
 No. students given dental examinations .....19,480  
 Findings from 15,786 boys examined:

85% needed dental attention  
 46,991 fillings were needed  
 14,028 permanent teeth already lost  
 3,196 teeth needed extracting  
 25% bad diseased gums.

It is too early, the report states to determine the amount of corrective work that follows these medical and dental examinations. Incomplete reports show, however, that a considerable amount of corrective work has been done, both before and after schools closed. One school, for example, reported three hernia operations. One boy needing treatment for tuberculosis has been sent to a sanatorium.

## The President Signs Amendment to Hatch Act

On October 24, President Roosevelt approved the Brown Amendment to the Hatch Act.

The President's signature restores the political rights of hundreds of thousands of teachers. In the words of Senator Brown of Michigan, this amendment "will remove this cloud (of suspicion) from the teaching profession and give the general public the benefit of participation by teachers in political activity."

The Hatch Act, as amended in 1940, was designed to prevent "pernicious political activities." It prohibited any officer or employee of state or local agencies who received any pay from Federal funds to take part in political campaigns.

At the time of passage of the Act, its author, Senator Hatch, and others insisted that it did not affect teachers. Later, however, the attorneys general of Ohio and Minnesota ruled that teachers in land-grant colleges and in schools assisted under the Smith-Lever Act and Bankhead-Jones Act were subject to the Hatch Act provisions.

## How Salary Stabilization Affects Schools Employees

The National Education Association, in attempting to answer inquiries about the implications of the federal program of wage and salary stabilization, recently issued the following information, which summarizes the situation as of Saturday morning, October 31, 1942:

1. Are the salaries of public-school employees subject to the regulations of the federal stabilization program?

According to the latest directive, all public employees are covered in the federal program except those

whose salaries are fixed by statute.

Protests have been made by some state and municipal authorities, to question the constitutional basis for assumption of federal control over state and local employees' salaries, but so far the public employees have not been exempted from the federal authority.

It is possible that certain groups of employees will be exempted in later directives. The National War Labor Board, for example, has ordered that "Wage adjustments made by employers who employ not more than eight individuals are exempted from the provisions of the Executive Order 9250."

2. What federal agency will regulate the salaries of school employees?

Overall control is under the Office of Economic Stabilization, of which James E. Byrnes is Director. This office was created by President Roosevelt, in Executive Order 9250, under the terms of the anti-inflation law passed October 2, 1942, Public No. 729.

In a directive issued on October 27, 1942, Mr. Byrnes assigned to the National War Labor Board and to the Commissioner of Internal Revenue of the U. S. Treasury Department the responsibility for carrying out the details of the stabilization program relating to wages and salaries. The specific division of responsibility of these two agencies with respect to public employees is now being outlined and a further directive is expected within a few days.

3. Will the new "freezing order" mean that teachers cannot get their regular salary increments on present salary schedules?

Salaries are not being "frozen"; they are being stabilized, which means something quite different. The operation of existing salary schedules will not be interfered with. To emphasize this point, here is a quotation from the latest directive of the Office of Economic Stabilization, issued October 27, 1942:

"In the case of an increase made in accordance with the terms of a salary agreement or salary rate schedule and as a result of

- (a) individual promotions or reclassifications,
- (b) individual merit increases within established salary

## Printed Materials Sent To Superintendents

The following material for distribution to teachers and principals has recently been sent to superintendents:

1. State Adopted List of Elementary Textbooks
2. Publication No. 239, Music in the Public Schools of North Carolina.

rate ranges,

- (c) operation of an established plan of salary increases based on length of service,
- (d) increased productivity under incentive plans,
- (e) operation of a trainee system, or
- (f) such other reasons or circumstances as may be prescribed in orders, rulings, or regulations, promulgated under the authority of these regulations,

no prior approval of the Board or the Commissioner is required."

4. Does the new law make it impossible to adopt a new salary schedule or to revise an old one?

Our advice would be, for those who are drafting a schedule, or considering plans for a special bonus, to go ahead with their plans, so as to be prepared to report them promptly to the federal agency concerned.

The National War Labor Board, in settling wage disputes, has fairly consistently approved wage increases of as much as 15 percent over the basic hourly rates in effect on January 1, 1941. Such increases are recognized as an offset to the rise in cost of living since that date. Other increases to correct gross inequities and eliminate substandards of living have been approved.

## Negro History Week Observed February 7-14

The Eighteenth annual celebration of Negro History Week takes place between the 7th and the 14th of February, it has been announced. During this period the schools will have the opportunity to demonstrate what they have learned from the study of the race during the year. Assistance to those participating in the celebration of this Week may be secured from the Association for the Study of Negro Life and History, 1538 Ninth St., N. W., Washington, D. C.

## New Staff Member Appointed

Mr. Ralph J. Andrews, recently Director of Health and Physical Education at Western Carolina Teachers College, 1942-43 President of the North Carolina Association for Health, Physical Education and Recreation, has been employed by the Department of Public Instruction to give full time assistance to the Victory Corps organization and to various correlated aspects of physical education and health. Mr. Andrews will spend a great deal of his time in the field where he will be expected to give practical help to individual schools. Superintendents and principals desiring help in the inauguration of their



Victory Corps program should get in touch with Mr. Andrews immediately in order that he may plan his visitations.

## High School Debate Query Announced

"Resolved, That the United States Should Adopt the Policy of Extending Federal Aid to General Public Education" is the query selected for debate this school year by the high schools of the State, it was recently announced by the Extension Division of the University, Chapel Hill.

This is the thirtieth State-wide debate contest, which the University sponsors annually. High schools interested in entering the contest should write the Extension Division, U. N. C., C. E. McIntosh, acting secretary, Chapel Hill, for a copy of the Handbook and other debate material.

## Certification Requirements of Teachers Modified

Due to the emergency situation resulting from the present war, a modification has been made in the qualifications for teaching in the public schools of the State. This modification has been made in the "War Permit" and applies to persons who have had at least two years (60 semester hours) of college credit, but who have not graduated from colleges.

Persons granted the authority to teach under this modification of the certification regulations are not issued a permit or certificate, but are permitted to teach under a C-O salary rating.

The complete requirements for teaching, including this modification, are as follows:

1. On a Master's degree

The Master's degree is one requirement for the *Graduate Certificate*.

No changes have been made in the requirements for that certificate.

2. On a Bachelor's degree from a standard four year college

a. *The Class A Certificate*

The requirements for this certificate will remain the same as now.

b. *The Class B Certificate*

The requirements for this certificate will remain the same as now. It is now issued a graduate of a standard four year college who has met all the requirements for the Class A Certificate except practice teaching.

c. *Emergency C. Rating*

This rating will be allowed graduates of standard four year colleges who do not qualify for the class B or Class A certificate. The teaching experience will accumulate as in the regular class C certificate.

## H. S. Victory Corps Should Cooperate With Civilian Defense

In a recent statement issued jointly by Commissioner John W. Studebaker of the Office of Education and James M. Landis, Director of the Office of Civilian Defense, the relation of the High School Victory Corps and the program of defense activities carried out under the office of Civilian Defense was issued in order to clarify the situation and to indicate where in the two programs are related. This relationship is described in the statement as follows:

3. On less than a degree from a standard four year college

a. *War Permit*

Where regularly certified teachers, and graduates of standard four year colleges are not available, one who has had at least two years (60 semester hours) of college credit may be employed as a "war permit" teacher. This teacher would be entitled to a C-O salary rating.

b. *County Second Grade*

This rating will apply to any teacher who holds no legal certificate and who has had less than two years of college credit. The salary will be that which is now attached to the "non-standard" schedule.

4. *Certificates Now Extant*

A great host of former teachers in North Carolina now hold or have held State certificates. These certificates range all the way from an Elementary B to the Class A, Primary, Grammar Grade or High School. All these certificates are honored in 1942-43, subject to the renewal requirements. In brief, the renewal requirements are these: A certificate which expired in 1931 or later is valid through 1942-43 through action of the General Assembly. All other certificates require the renewal credit of 6 semester hours earned since 1931. Without the renewal or legal extension by the legislature, the certificate reverts to one of the next lower class, the Class A becoming B, the Class B becoming C, etc.

## List of Elementary Textbooks Issued

A 12-page printed list of the State adopted textbooks, both basal and supplementary, has been issued and distributed to all county and city superintendents in quantity sufficient for one to each elementary teacher by the State Department of Public Instruction.

The basal books are given by grades on the outside page of this list. The adopted supplementary books are arranged by types and by grades, and includes a wide selection of material suitable for the pupils in grades 1-8. On the front of the list are suggestions for selecting these various types of material and for using them in the class room.

"The Office of Education has urged the organization of a High School Victory Corps and has issued a plan of organization. The High School Victory Corps offers the basic plan of organization for students in high schools for the duration of the war. Its primary purpose is to train high school students for early induction into war services with the secondary purpose of encouraging their active participation in the war program of communities. The Office of Education is cooperating in a number of wartime programs. Among these is the "Schools at War" program with the Treasury Department. This program is concerned primarily with the sale of war stamps and bonds. Another is the program of the War Production Board which is intended to direct the efforts of school children in scrap collection drives. Both should be included within the overall organization of the High School Victory Corps as far as possible.

The Office of Civilian Defense has the responsibility by Executive Order for mobilizing a maximum civilian effort in the prosecution of the war and for reviewing all programs of Federal Agencies involving the use of volunteer services to assure uniformity and balance in their application. The coordination and general promotion of these wartime programs requiring volunteer civilian participation are specific responsibilities of the State and local defense councils.

Thus, proper relationship between the Victory Corps in the High Schools and the local defense councils is of vital importance at the point of participation in community war activities. Defense councils and the school authorities should cooperate in the following ways in development of the Victory Corps:

1. The school authorities in charge of the Victory Corps should develop their plans regarding community activities in frequent consultation with the proper committees or representatives of the defense council so that harmonious planning and publicity will make the Victory Corps effective with respect to these activities.
2. The High School Victory Corps should give special attention to informing young people and their parents about the volunteer activities of the local defense councils through assemblies, clubs, etc. Every student should be an informed worker for greater civilian participation.

(Continued on page 10)



# STATE SCHOOL FACTS

## Expenditures for Auxiliary Agencies

"Auxiliary Agencies" is the term used in the classification of school expenditures to cover the cost of the following items: transportation of pupils, the replacement and repair of library books, the replacement of textbooks including rental, health services, adult education, lunch rooms, and national defense activities. For the past several years the expenditure for auxiliary agencies has represented between 9 and 10 per cent of the total current expense for schools. For 1940-41, however, the expenditure for this object was 11.4 per cent of all current expenditures. This increase was due in part to the expenditure of nearly half a million dollars for national defense activities.

The largest proportion of expenditures for auxiliary agencies, 69.6 per cent, during 1940-41 was for transportation of pupils to and from school. The other items specified make up the remaining 30.4 per cent of this object.

This table shows the total expenditures from all funds, both State and local, for the object of auxiliary agencies from 1927-28 to 1940-41. As will be noted the total amount is shown, together with the amounts according to race. The last three columns of the table show the expenditure per pupil in average daily attendance.

The funds used in purchasing the services rendered under this classification came from local sources, in the main from local property taxes, prior to 1933-34. Beginning that year, however, when the State assumed the cost of operating an eight months school term, the larger part of the expenditure for this object has come from the State appropriation for the Eight Months' School Fund.

Of the total \$3,779,819.59 expended in 1940-41 for this object, the sum of \$2,243,322.75, 67.2 per cent, came from State funds. This State money was all expended for transportation.

It will be noted from the table that the expenditures for this object in 1940-41, both the total and per capita, were larger than any other year indicated. This was due largely to the increase caused by the use of Federal funds and to an increase in transportation facilities furnished in the several units. On a per pupil basis, this increase amounted to 90 cents over the preceding year.

### Tables II and III

These two tables give the total and average expenditure per pupil in the 100 county and 71 city administrative units for the year 1940-41.

In the 100 county units, as table II shows, the total expenditure for auxiliary agencies was \$3,298,619.16, an average of \$5.81 per pupil for the year.

In the 71 city units, the sum of \$481,100.43 was expended for this object of school service, or an average of \$2.20 per pupil in average daily attendance.

The difference in the expenditures for items under this classification within the two kinds of units is accounted for by reason of the fact that transportation is largely a county service which is not needed in city units where the school population is dense.

On a per pupil basis the expenditure for this object ranges from \$2.79 in Forsyth to \$14.88 in Chowan for the county units, and from \$.06 in Washington to \$7.20 in Greensboro for city units.

The fact that no expenditure was made for Negroes in several of the units indicates that transportation facilities have not become a necessity for Negroes in such units or that such other services as indicated for this object have not been provided.

## II. EXPENDITURES FOR TRANSPORTATION AND OTHER AUXILIARY AGENCIES IN COUNTY UNITS, 1940-41

UNIT	Expenditures for Transportation and Other Auxiliary Agencies			Expenditures Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
Alamance.....	\$ 30,247.21	\$ 6,649.46	\$ 36,896.67	\$ 5.27	\$ 3.45	\$ 4.80
Alexander.....	22,685.41	1,805.66	24,491.07	7.36	4.10	6.95
Alleghany.....	8,492.73	*	8,492.73	4.99	*	4.77
Ashe.....	31,023.82	4,508.33	35,532.15	14.79	1.88	7.91
Aston.....	28,332.07	525.00	28,857.07	4.52	5.90	4.54
Avery.....	26,124.54	5,784.00	31,908.54	7.61	11.42	7.66
Beaufort.....	33,453.02	8,110.72	41,563.74	11.32	3.03	8.19
Bertie.....	35,087.31	10,810.69	45,898.00	9.42	3.97	7.12
Bladen.....	27,247.95	3,563.54	30,811.49	10.47	2.28	7.39
Brunswick.....	73,948.73	1,563.96	75,512.69	5.85	1.50	5.66
Burke.....	26,579.96	760.00	27,339.96	5.70	7.94	5.79
Cabarrus.....	30,924.62	953.57	31,878.19	6.29	.92	5.52
Caldwell.....	30,033.51	10,486.25	40,519.76	5.08	4.20	5.05
Camden.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Chatham.....	71,193.80	634.00	71,827.80	6.41	.81	5.44
Cherokee.....	33,453.02	8,110.72	41,563.74	9.42	3.97	7.12
Chowan.....	14,880.00	1,805.66	16,685.66	14.88	4.10	6.95
Clay.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Crawford.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Cumberland.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Dare.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Davidson.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
DeWitt.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Durham.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Edgecombe.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Forsyth.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Gaston.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Guilford.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Hamilton.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Henderson.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Hertford.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Johnston.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Lincoln.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Martin.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
McKenney.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Mecklenburg.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
MitCHELL.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Montgomery.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Morgan.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Muskegette.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Nash.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
North.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Onslow.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Orange.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Perquimans.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Piedmont.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Polk.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Rockingham.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Salem.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Stokes.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Swain.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
TaylOR.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Tobacco.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Transylvania.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Union.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Vance.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Wake.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Wayne.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Yamhill.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11
Zachary.....	10,486.25	1,943.52	12,429.77	14.85	2.26	9.11

## I. EXPENDITURES FOR AUXILIARY AGENCIES

Year	EXPENDITURES			Spent Per Pupil in A. D. A.		
	White	Negro	Total	White	Negro	Total
1927-28	\$1,993,512.73	\$ 20,657.64	\$2,014,170.37	\$4.34	\$ .11	\$3.14
1928-29	2,259,628.21	34,802.00	2,294,430.21	4.87	.19	3.56
1929-30	2,729,217.73	50,701.69	2,779,919.42	5.61	.27	4.13
1930-31	2,526,047.34	82,829.65	2,608,876.99	5.07	.43	3.77
1931-32	2,201,751.15	67,915.19	2,269,666.34	4.26	.32	3.12
1932-33	2,114,114.71	83,852.02	2,197,966.73	3.97	.38	2.92
1933-34	1,578,361.73	59,964.60	1,638,326.33	2.99	.26	2.16
1934-35	1,967,821.65	55,010.22	2,022,831.87	3.67	.24	2.66
1935-36	2,038,350.70	131,190.93	2,169,541.63	3.78	.59	2.86
1936-37	1,995,364.89	162,864.04	2,158,228.93	3.68	.73	2.83



1940-41 IN CITY UNITS									
UNIT	Expenditures for Transportation and Other Auxiliary Agencies			Expenditure Per Pupil in A. D. A.			No expenditure for Negroes.		
	White	Negro	Total	White	Negro	Total	White	Negro	Total
Albany	\$ 4,304.29	\$ 736.53	\$ 5,040.82	\$ 22.11	\$ 6.66	\$ 28.77	\$ 82	\$ 20	\$ 102
Albany	736.53	249.85	986.38	6.66	4.46	11.12	1.12	1.12	2.24
Albany	1,546.84	2,517.42	4,064.26	1.02	1.13	2.15	1.13	1.13	2.26
Albany	2,517.42	580.76	3,098.18	1.13	1.35	2.48	1.35	1.35	2.70
Albany	4,017.17	18,846.76	22,863.93	1.35	1.47	2.82	1.47	1.47	2.94
Albany	18,846.76	685.83	19,532.59	1.47	1.28	2.75	1.28	1.28	2.56
Albany	4,183.94	1,098.37	5,282.31	1.28	1.05	2.33	1.05	1.05	2.10
Albany	16,352.58	300.00	16,652.58	1.05	1.05	2.10	1.05	1.05	2.10
Albany	1,298.48	884.64	2,183.12	1.05	1.05	2.10	1.05	1.05	2.10
Albany	884.64	370.00	1,254.64	1.05	1.05	2.10	1.05	1.05	2.10
Albany	2,473.02	1,170.65	3,643.67	1.07	1.58	2.65	1.58	1.58	3.16
Albany	15,430.74	5,099.99	20,530.73	2.53	1.19	3.72	1.19	1.19	2.38
Albany	2,109.81	3,999.10	6,108.91	2.85	4.42	7.27	4.42	4.42	8.84
Albany	2,265.78	1,112.43	3,378.21	1.72	1.31	3.03	1.31	1.31	2.62
Albany	4,709.60	1,102.38	5,811.98	2.89	2.28	5.17	2.28	2.28	4.56
Albany	1,102.38	1,102.38	2,204.76	2.89	2.89	5.78	2.89	2.89	5.78
Albany	8,758.58	1,654.57	10,413.15	8.19	1.59	9.78	1.59	1.59	3.18
Albany	15,582.32	650.21	16,232.53	7.77	4.45	12.22	4.45	4.45	8.90
Albany	1,262.26	413.50	1,675.76	2.11	1.23	3.34	1.23	1.23	2.46
Albany	389.14	364.85	753.99	1.22	1.59	2.81	1.59	1.59	3.18
Albany	10,888.85	1,443.77	12,332.62	2.53	1.51	4.04	1.51	1.51	3.02
Albany	935.64	935.64	1,871.28	1.18	1.18	2.36	1.18	1.18	2.36
Albany	4,606.30	396.21	5,002.51	2.27	2.60	4.87	2.60	2.60	5.17
Albany	59,308.30	8,148.15	67,456.45	9.47	2.63	12.10	2.63	2.63	5.26
Albany	2,884.38	139.91	3,024.29	1.83	1.11	2.94	1.11	1.11	2.22
Albany	4,993.44	632.57	5,626.01	4.01	0.79	4.80	0.79	0.79	1.58
Albany	1,253.85	1,253.85	2,507.70	0.67	0.67	1.34	0.67	0.67	1.34
Albany	4,726.03	130.00	4,856.03	4.83	0.46	5.29	0.46	0.46	1.09
Albany	7,745.13	1,200.00	8,945.13	2.35	1.82	4.17	1.82	1.82	3.64
Albany	23,921.36	7,161.71	31,083.07	4.04	1.56	5.60	1.56	1.56	3.12
Albany	6,310.79	850.92	7,161.71	1.62	0.85	2.47	0.85	0.85	1.72
Albany	1,102.11	150.95	1,253.06	0.85	0.56	1.41	0.56	0.56	1.12
Albany	5,043.27	2,576.85	7,620.12	2.92	1.78	4.70	1.78	1.78	3.56
Albany	3,525.34	2,239.44	5,764.78	3.10	2.72	5.82	2.72	2.72	5.44
Albany	15,659.51	1,966.16	17,625.67	4.50	2.71	7.21	2.71	2.71	5.42
Albany	2,239.50	158.05	2,397.55	1.35	0.42	1.77	0.42	0.42	0.84
Albany	8,155.37	521.23	8,676.60	3.38	1.01	4.39	1.01	1.01	2.02
Albany	1,598.98	150.00	1,748.98	1.24	0.81	2.05	0.81	0.81	1.62
Albany	3,904.64	300.00	4,204.64	3.46	0.40	3.86	0.40	0.40	0.80
Albany	3,363.53	757.62	4,121.15	5.49	1.90	7.39	1.90	1.90	3.80
Albany	2,824.94	100.00	2,924.94	1.42	0.38	1.80	0.38	0.38	0.76
Albany	1,200.25	319.67	1,519.92	1.45	0.64	2.09	0.64	0.64	1.28
Albany	1,535.48	69.00	1,604.48	1.09	0.38	1.47	0.38	0.38	0.76
Albany	6,997.33	323.38	7,320.71	3.73	0.79	4.52	0.79	0.79	1.58
Albany	1,341.81	4.43	1,346.24	1.83	0.23	2.06	0.23	0.23	0.46
Albany	3,731.75	758.49	4,490.24	1.83	2.23	4.06	2.23	2.23	4.46
Albany	2,039.05	4.00	2,043.05	1.72	0.06	1.78	0.06	0.06	0.12
Albany	4,811.65	1,262.23	6,073.88	3.67	1.08	4.75	1.08	1.08	2.16
Albany	3,199.13	740.00	3,939.13	2.12	2.11	4.23	2.11	2.11	4.22
Albany	3,521.97	4.25	3,526.22	2.62	0.27	2.89	0.27	0.27	0.54
Albany	3,435.98	525.65	3,961.63	2.62	1.45	4.07	1.45	1.45	2.90
Albany	573.00	4,009.70	4,582.70	3.21	1.52	4.73	1.52	1.52	3.04
Albany	16,549.76	557.70	17,107.46	3.21	0.80	4.01	0.80	0.80	1.60
Albany	1,815.08	1,695.83	3,510.91	2.41	1.47	3.88	1.47	1.47	2.94
Albany	4,145.83	1,105.24	5,251.07	2.41	1.45	3.86	1.45	1.45	2.90
Albany	3,109.79	975.00	4,084.79	2.89	0.75	3.64	0.75	0.75	1.50
Albany	7,128.37	595.50	7,723.87	4.34	0.92	5.26	0.92	0.92	1.84
Albany	7,569.42	2,241.00	9,810.42	2.89	1.27	4.16	1.27	1.27	2.54
Albany	12,704.38	1,365.48	14,069.86	5.09	1.27	6.36	1.27	1.27	2.54
Albany	8,936.84	7.22	8,944.06	7.22	0.00	7.22	0.00	0.00	7.22
Albany	5,557.39	6,007.39	11,564.78	2.38	2.38	4.76	2.38	2.38	4.76
Albany	2,651.26	781.56	3,432.82	5.23	1.48	6.71	1.48	1.48	2.96
Albany	1,757.97	300.00	2,057.97	0.85	0.40	1.25	0.40	0.40	0.80
Albany	3,231.05	495.13	3,726.18	2.74	0.46	3.20	0.46	0.46	0.92
Albany	785.65	1.50	787.15	0.37	0.29	0.66	0.29	0.29	0.58
Albany	3,876.83	470.00	4,346.83	4.22	2.45	6.67	2.45	2.45	4.90
Albany	5,138.45	519.66	5,658.11	4.95	0.70	5.65	0.70	0.70	1.40
Albany	168.00	168.00	336.00	0.09	0.09	0.18	0.09	0.09	0.36
Albany	387.19	1,147.32	1,534.51	1.28	0.31	1.59	0.31	0.31	0.62
Albany	5,180.63	110.38	5,291.01	2.39	0.05	2.44	0.05	0.05	0.10
Albany	14,384.42	292.69	14,677.11	1.80	1.80	3.60	1.80	1.80	3.60
Albany	\$422,509.23	\$58,591.20	\$481,100.43	\$2.87	\$ 82	\$ 369	\$ 82	\$ 82	\$ 369
Albany	8,01	1.26	9.27	8.01	1.26	9.27	8.01	1.26	9.27
Albany	55,221.09	8.01	55,229.10	8.01	1.26	9.27	8.01	1.26	9.27
Albany	4,091.15	7.33	4,098.48	7.33	1.26	8.59	1.26	1.26	2.52
Albany	3,944.85	26,708.60	30,653.45	9.51	2.11	11.62	2.11	2.11	4.22
Albany	32,584.10	6.65	32,590.75	6.65	2.71	9.36	2.71	2.71	5.42
Albany	3,037.25	14,102.60	17,139.85	12.27	6.00	18.27	6.00	6.00	12.00
Albany	380.00	9.03	389.03	9.03	3.52	12.55	3.52	3.52	7.04
Albany	1,667.42	53,465.91	55,133.33	7.89	5.19	13.08	5.19	5.19	10.38
Albany	53,465.91	4.00	53,470.91	4.00	3.41	7.41	3.41	3.41	6.82
Albany	9,236.07	7.19	9,243.26	7.19	3.05	10.24	3.05	3.05	6.10
Albany	8,217.88	42,769.30	50,987.18	8.63	6.11	14.74	6.11	6.11	12.22
Albany	2,966.20	31,957.26	34,923.46	10.58	1.49	12.07	1.49	1.49	2.98
Albany	1,815.42	30,287.68	32,103.10	9.27	1.44	10.71	1.44	1.44	2.88
Albany	5,134.73	37,306.41	42,441.14	9.27	1.88	11.15	1.88	1.88	3.76
Albany	5,877.29	58,134.42	64,011.71	4.73	2.97	7.70	2.97	2.97	5.94
Albany	2,761.93	18,263.17	21,025.10	13.39	2.34	15.73	2.34	2.34	4.68
Albany	5,750.33	13,207.40	18,957.73	9.23	2.89	12.12	2.89	2.89	5.78
Albany	2,900.00	39,522.90	42,422.90	16.57	1.07	17.64	1.07	1.07	2.14
Albany	8,062.80	26,161.68	34,224.48	4.54	4.00	8.54	4.00	4.00	8.00
Albany	10,017.13	36,598.48	46,615.61	14.45	1.92	16.37	1.92	1.92	3.84
Albany	8,676.15	60,929.58	69,605.73	7.08	2.77	10.85	2.77	2.77	5.54
Albany	780.00	36,292.53	37,072.53	6.96	1.19	8.15	1.19	1.19	2.38
Albany	34,572.31	8.38	34,580.69	8.38	6.18	14.56	6.18	6.18	12.36
Albany	8,130.73	32,588.81	40,719.54	16.37	2.55	18.92	2.55	2.55	5.10
Albany	5,255.16	17,670.38	22,925.54	10.10	2.65	12.75	2.65	2.65	5.30
Albany	2,645.51	15,520.46	18,165.97	13.50	3.09	16.59	3.09	3.09	6.18
Albany	5,140.91	50,957.18	56,098.09	8.18	4.20	12.38	4.20	4.20	8.40
Albany	920.00	18,750.60	19,670.60	4.57	6.05	10.62	6.05	6.05	12.10
Albany	16,660.58	71,379.95	88,040.53	4.81	4.89	9.70	4.89	4.89	9.78
Albany	4,131.56	21,399.25	25,530.81	12.14	2.48	14.62	2.48	2.48	4.96
Albany	3,180.93	19,712.91	22,893.84	10.59	2.30	12.89	2.30	2.30	4.60
Albany	1,348.10	30,932.08	32,280.18	9.14	2.64	11.78	2.64	2.64	5.28
Albany	597.03	21,870.77	22,467.80	6.35	1.09	7.44	1.09	1.09	2.18
Albany	4,852.78	14,852.78	19,705.56	4.61	3.63	8.24	3.63	3.63	7.26
Albany	240.00	21,027.79	21,267.79	4.31	5.00	9.31	5.00	5.00	10.00
Albany	4,038.38	34,114.19	38,152.57	9.61	1.40	11.01	1.40	1.40	2.80
Albany	17,559.49	82,235.70	99,795.19	6.69	3.12	9.81	3.12	3.12	6.24
Albany	7,580.50	20,266.12	27,846.62	8.12	6.72	14.84	6.72	6.72	13.44
Albany	26,214.21	33,160.96	59,375.17	6.18	5.61	11.79	5.61	5.61	11.22
Albany	33,503.52	43,398.02	76,901.54	8.56	4.43	12.99	4.43	4.43	8.86
Albany	38,449.90	62,763.01	101,212.91	6.76	1.37	8.13</			



# Notes (Continued)

(Continued from page 7)

tion in the community's war effort.

3. Defense councils should effect a close working relationship between school authorities in charge of the Victory Corps and leaders of youth-serving organizations as one major means of relating young people to community services sponsored by the defense council and training future leaders. Participation in such community programs can be facilitated through teamwork.
4. The school authorities should call upon civilian defense volunteer offices or the defense councils for qualified volunteer leaders when needed for special courses or group work.
5. The defense councils should help the school authorities in relating high school students to others engaged in war activities such as war stamp sales campaigns, scrap collection, public speaking, entertaining soldiers, etc.
6. Superintendents of schools or their designated representatives should, where possible, be included as members of the State and local councils. In addition, active leaders of the school program (in salvage, stamp sales, farm service, etc.) should be members of proper action committees established by the defense councils and through such committees the high school youth should be brought into active community war service.

## Music Bulletin Comes From Press

"Music in the Public Schools of North Carolina, 1942" is the title of the latest course of study publication to be issued by the State Department of Public Instruction. This 158-page bulletin, bound in a red cover, has been distributed to the county and city superintendents.

This course of study in music was prepared by Miss Hattie S. Parrott, Associate, in the Division of Instructional Service of the Department and Miss Grace Van Dyke Moore, Head of the Department of Music Education of the Woman's College of the University of North Carolina.

It is divided into three main sections:

- a. Music Instruction in the Elementary School.
- b. Music Instruction in the High School.
- c. General Activities.

This last section includes chapters on Musical Festivals, National Music Week, Using the Library in the Music Program, "The Old North State"—A Study Lesson on

the State Song, and The Code for the National Anthem.

According to State Supt. Clyde A. Erwin this bulletin fills a gap that has long existed in the instructional field. "I hope," he stated "that this bulletin stimulates a renewed emphasis on the study of music in the public schools. It should prove an effective guide to teachers in their efforts to maintain, develop, and expand their programs of music to the end that the boys and girls of this State will grow in music attainments as they make progress from grade to grade through our schools. It is with a great deal of pride that I announce the publication of this bulletin, for I believe that its introduction and constant use will make for a better citizenship."

## University Establishes College For War Training

The University of North Carolina is facing the responsibility of making its services available to more people and to a more effective service for the winning of the war. To that end, in line with the approval of the Trustees, the President and the Dean of Administration have authorized the establishment of this College to be responsible for special types of programs and other service in connection with the war program.

Dr. Francis F. Bradshaw has been made Dean of the College. Professor Guy B. Phillips has been made Executive Officer of the College. An Advisory Board has been established to work with these two officials.

A pre-induction program, consisting of work directly related to preparation for various armed services will be provided in units of three months, nine months, and eighteen months. The three months program will be specifically designed to give the student the type of training which he will need immediately upon entering some phase of war service. Particular attention will be given to the matter of physical conditioning and special work in mathematics and the sciences.

A nine months pre-induction program will be fitted into the needs of seventeen year old boys who will have one year before being called into some service. This program will be broader and more comprehensive than the short pre-induction program.

It is likely that this group of students will be organized into special units for certain phases of military routine and, if possible, they will be housed in the same unit.

A two year program will be designed for students who may enter when they are sixteen if they are prepared for the college program. These programs are all designed to give college credit, either toward a regular degree or toward the Degree in War Training. Each

of these programs will offer some preparation preliminary to entrance into some of the specialized needs of the period.

Special institutes, short courses, in residence and in extension, will be provided for adults with a view to preparing them for service in the local community. New programs of civilian defense activities will be offered, provided there is sufficient demand.

Admission to the College for War Training shall in general conform to the present standards for the University, provided that at the discretion of the Dean and Executive Officer certain specific requirements may be waived for students who have special competence and definite needs. Students will be expected to meet high standards of proficiency in order to be allowed to remain in the program. At the completion of the work, a special University certificate will be awarded. This certificate shall point out the success with which this work was accomplished.

Fuller announcements as to the details of the program will be available soon. In the meantime, the cooperation of principals and superintendents is desired. This cooperation will result in improved opportunities for high school boys qualified for training to get one or two years, or even a shorter program of preliminary pre-induction work. The full cooperation of the University is available in the development of local programs of the High School Victory Corps.

## Victory Corps Notes

*Director Appointed:* A. L. Threlkeld, Superintendent of Schools of Montclair, N. J., has been appointed national director of the Victory Corps. Recently he served as chairman of the Wartime Commission committee preparing recommendations on secondary education's war role, a report which resulted in formation of the Victory Corps program.

*"Education For Victory" Free To School Officials:* The Bureau of the Budget has granted the U. S. Office of Education permission to broaden free distribution of its bi-weekly periodical "Education For Victory" for the "duration." The publication will usually include 32 pages. This will insure important war information going to every city and county superintendent, every high school principal and college or university president, public libraries, all State department staff members and other key school officials every two weeks. There will be a special VICTORY CORPS department in each issue. Those who do not receive "Education For Victory" through official free distribution may still subscribe (\$1 per year for 24 issues, Supt. of Documents, Government Printing Office).

*United Nations Discussion Guide:* This free 17-page outline for teachers by Vera Micheles Dean, re-



search director, Foreign Policy Association, has been published cooperatively by *Newsweek*, *Reader's Digest*, and *Time*. Introduction by Commissioner Studebaker. Additional copies may be secured for use of teachers, leaders of discussion groups or speakers while the supply lasts. Address requests to the U. S. Office of Education.

**Physical Fitness Institutes:** Nine regional institutes to launch the wartime program of health and physical fitness have been scheduled throughout the nation. The institute including North Carolina will be held at the Georgia School of Technology, Atlanta, Georgia—Dec. 14-16.

State supervisors, teachers college and other key leaders attending have been asked to arrange similar institutes for local groups. Traveling faculty for the institutes include: Lt. Comdr. Charles Forsythe, Physical Training Division, United States Navy; Lt. John Miller, Naval Pre-Flight Training Program; Lt. Col. Theodore Bank, Chief of the Athletic and Recreation Branch, United States Army; Capt. Callen Tjader, United States Army; Dr. Jackson Sharman, Dr. Dorothy LaSalle, and Dr. Ruth Grout of the U. S. Office of Education; and Dr. N. P. Neilson, Executive Secretary of the American Association of Health, Physical Education and Recreation, a department of the National Education Association.

The North Carolina State Department of Public Instruction will be represented at the Atlanta Institute by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, Charles E. Spencer, Adviser on Health and Physical Education and Ralph J. Andrews, newly appointed assistant in charge of the High School Victory Corps Program for the State.

**Victory Corps Hour:** More than 100 Blue Network stations are carrying this program for all high schools.

Following are subjects scheduled for December:

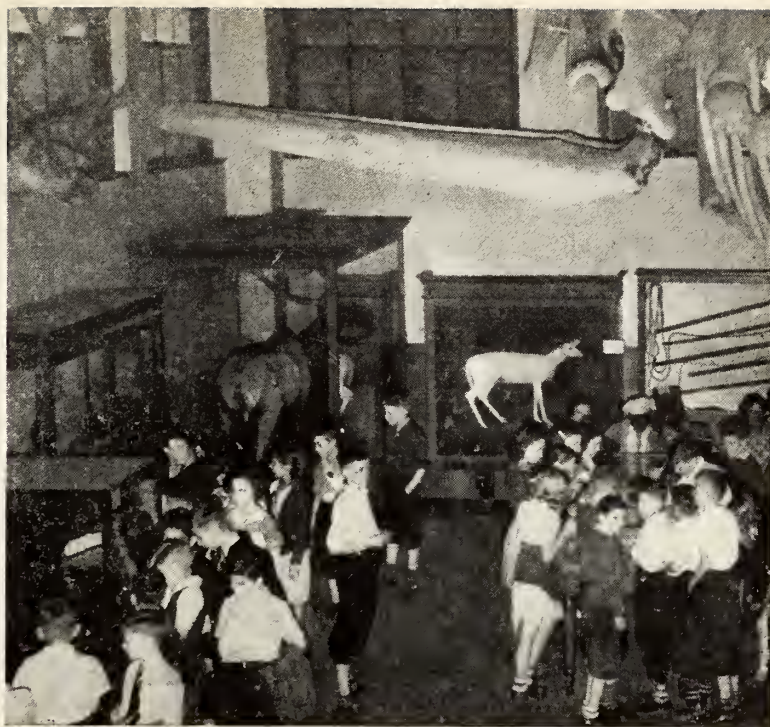
December 1—Air Service—Army, Navy, and CAA.

December 8—Physical Fitness.

December 15—Wartime Citizenship.

December 22—United We Sing—Cooperative Nation-wide Chorus.

**One Year Since Pearl Harbor:** The Office of War Information asks that all high schools participate in Nation-wide stock taking on Pearl Harbor Anniversary, December 7. Victory Corps members could appropriately develop auditorium programs which would summarize local contributions, both high school and community, to the war effort. Programs should also present the challenge ahead. Additional national "stock taking" data are in preparation at OWI and will be made available. But schools are urged to proceed at once with their own plans.



This picture shows a group of school children examining some of the exhibits at the State Museum in Raleigh. Thousands of children visit the State Museum each year. The various exhibits on display in the Museum are interesting not only to all children, but they are especially useful to those students taking courses in science. The Museum has a wide selection of the natural resources of the State on display. It is always glad to cooperate with the schools; and it is open most all the time, including holidays.

**Victory Corps Song:** Victory Corps music has begun to make its appearance in response to obvious need. Contributions of composers are invited. Send proposed Victory Corps songs to Music Educators National Conference, 64 East Jackson Boulevard, Chicago, Illinois. The Music Educators have appointed a committee to help the Victory Corps find an official song. Most promising songs will be broadcast on the Victory Corps Hour.

## Publication of Film List Announced

The publication of the 18th annual edition of "1000 and One," the Blue Book of Non-theatrical Films, has been announced by *The Educational Screen*, a magazine devoted to visual and audio-visual education. This new edition of "1000 and One" lists more than 5000 films—mainly 16mm, but hundreds in 35mm size—silent and sound carefully classified into 176 subject-matter groups. Information includes title, number of reels, brief synopsis of contents, and sources from which the films are available. An alphabetical listing of every title in the directory is a further valuable feature. Hundreds of free industrial films are included.

Copies of "1000 and One" may be purchased from *The Educational Screen*, 64 E. Lake St., Chicago, at 75c per copy.

## War Records To Be Collected Now

Teachers and students may assist in the collection of war records now rather than wait until the end of the War, in accordance with a plan recently inaugurated by the N. C. Historical Commission in cooperation with the State Office of Civilian Defense.

The war records to be collected include accounts of the activities of local offices of the Red Cross and the U. S. O., defense activities of schools and churches, records of the local Civilian Defense office, letters from service men and women including defense workers—in fact anything showing the relation between the home community and the war.

Local war record collectors are being appointed as a part of the Civilian Defense Citizen's Service Corps. A "War Records Manual" for the use of these local collectors is being prepared and will be distributed in the near future.

Further information can be obtained from E. D. Johnson, Collector of Records, N. C. Historical Commission, Raleigh, N. C.





Part of the 251,158 pounds of scrap collected by the students of the Hugh Morson High School, Raleigh. This school collected an average of 272.2 pounds per pupil. This picture is typical of the many scrap piles in evidence around many schools during the recent "Get in the Scrap" campaign, in which a total of 177,549,614 pounds of scrap was collected in North Carolina.

### Rural War Production Training Program Gets Under Way

Over 400 commodity and farm machinery repair courses have been organized and are now in progress throughout the State as a result of the Rural War Production Training Program now being conducted by the Division of Vocational Education of the State Department of Public Instruction. It is expected that this number will increase rapidly as soon as farmers finish harvesting their crops and sowing fall grain.

This program is a continuation of the National Defense Training Program that has been in progress for the past two years, with the emphasis now placed on training for increased production of those agricultural commodities designated by the Secretary of Agriculture as being most needed. It is carried on through the vocational agriculture departments in the rural high schools for the benefit of out-of-school persons. Classes are organized for farmers and farm women in the local communities for the purpose of studying ways and means of increasing production in pork, beef, milk and milk products, mutton, poultry, soybeans, and peanuts.

In addition to these commodity courses, a course in farm machinery repair is offered. In this course the farmers of the community meet at the school shop or a private shop in the community, where under a

competent mechanic they learn to make repairs to farm machinery and equipment.

### Higher Principal's Certificates Issued

As a result of the authorization made by the State Board of Education for the issuance of a new Principal's Certificate effective July 1, 1942 and based upon a master's degree as one requirement, the State Department of Public Instruction through its Division of Professional Service has issued about 100 certificates so far. To provide greater remuneration for those holding higher certificates, the State Board of Education and the State School Commission set up a State salary schedule which became effective with this school year.

The following are the essential requirements for the certificates:

1. Hold or be qualified to hold the class A teachers certificate.
2. Have three years teaching experience within the past five years.
3. Have a master's degree, with at least 12 semester hours in graduate education, from a recognized graduate school. Included in the education the applicant must have completed 2 semester hours prescribed work in each of the following: The Curriculum, Supervision, High School Administration, and Elementary School Administration.

### N. C. College Conference Modifies Admission Requirements

At a recent meeting of the North Carolina College Conference two actions were taken that have special interest for high schools. One had to do with the nature of credits presented for college admission and the other with the admission to college of students who had not graduated from high school. The first is a recognition of the High School Victory Corps program and the other is a recognition of the principle of individual differences among students.

With reference to the Victory Corps program, the action taken was that "these special emergency courses, when organized with the approval of the State Department of Public Instruction, be allowed credit for college entrance in lieu of other units or half units." Through this action high schools may be assured that credits earned in these special courses will be accepted by the colleges in meeting entrance requirements.

With reference to admitting students to college who had not graduated from high school, the following recommendation was adopted:

"Be it resolved by the North Carolina College Conference that the Committee on College Admissions be directed to co-operate with the State Department of Public Instruction in setting up and administering during the emergency a method of experimenting with the admission of students to member colleges by examination—provided the following minimum standards are safeguarded:

- (1) Students admitted by such examination must be sixteen years of age at time of entering college;
- (2) They must have passed at least eleven units of high school work;
- (3) They must, as determined by the committee, stand in ability and training in what is now the upper sixty per cent of the students entering the freshman classes of a representative group of North Carolina colleges.

Be it resolved further, that a committee of at least three from the Conference, empowered to agree to such reasonable safeguards as the Southern Association of Colleges and Secondary Schools may require, be appointed to confer with the proper authorities of the Association and obtain approval of this experiment."

This is a kind of enabling act. It will be observed that final action by the North Carolina College Conference will not be taken until after a conference with the proper authorities of the Southern Association of Colleges and Secondary



Schools. The matter will be presented to the Association at its annual meeting the first week in December. It is reasonably certain that high school students who conform to the proposed pattern will be given an opportunity to enter college next fall by passing such uniform examinations as would be administered by the Committee on College Admissions in cooperation with the State Department of Public Instruction.

## Victory Corps Conferences Being Held

Conferences with educators and classroom teachers on the Victory Corps Program are now being held throughout the State. Dr. J. Henry Highsmith, Director of the Division of Instructional Service, Charles E. Spencer, Adviser in Physical and Health Education and Safety, S. Marion Justice, Supervisor in Occupational Information and Guidance, and Ralph J. Andrews, recently appointed to head up the State Victory Corps Program, have been initiating these conferences in the several areas selected to hold the conferences.

Already conferences have been held in Lumberton, Whiteville, Kenansville, Kinston, New Bern, Goldsboro, Plymouth, Elizabeth City, Henderson and Lillington. It is reported that much enthusiasm has been aroused and a great deal of progress toward the achievement of satisfactory goals of student participation in the various aspects of the Victory Corps Program is evidenced.

The schedule of conferences for December is as follows:

Date	Place	Counties Included
Dec. 1	Statesville	Iredell, Davie, Alexander
Dec. 2	Morganton	Burke, Catawba, Caldwell
Dec. 3	Boone	Ashe, Watauga, Avery, Wilkes, Alleghany
Dec. 4	Spruce Pines	Mitchell, Yancey
Dec. 5	Asheville	Buncombe, Madison, Haywood
Dec. 7	Sylva	Swain, Jackson, Macon
Dec. 8	Andrews	Cherokee, Graham, Clay
Dec. 9	Hendersonville	Henderson, Polk, Transylvania
Dec. 10	Shelby	Cleveland, Lincoln, Gaston, Rutherford
Dec. 11	Concord	Cabarrus, Rowan, Stanly

All of these meetings are scheduled to begin at 3:30 P. M. on the date indicated, except the one at Asheville which begins at 10:00 A. M.

## Call for Adoption of Additional Textbooks Made

In order to implement the High School Victory Corps Program now being initiated in the public high schools, the State Board of Education has authorized Superintendent Clyde A. Erwin, Secretary of the Board, to examine books in the

following fields:

- I. Refresher Mathematics
- II. Aeronautics
- III. Any books suitable for implementing the War Effort not heretofore considered for basal or supplementary adoption in this State.

In compliance with this authorization Supt. Erwin has issued a call to publishers of textbooks to send samples of their books in these specified fields to Dr. J. Henry Highsmith, Director of Instructional Service, who has been made chairman of a committee to examine the books submitted and submit a report recommending the adoption of suitable books for supplementary use in the high schools. It is expected that the adoption of books under this call will be made early in December.

## Superintendents Urged To Subscribe to "Victory"

Superintendents and other public school officials having charge of purchasing in the State's institutions were urged to subscribe to VICTORY, the official weekly bulletin of the Office of War Information, in a recent letter from W. Z. Betts, Director of the Division of Purchase and Contract.

"In order to keep up with the principal priority orders, rules and regulations," Betts stated, "we recommend that you subscribe to 'VICTORY.' The subscription rate, by mail, for 52 issues is 75 cents payable in advance. Remit money order or check payable to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

## Winning School In Scrap Campaign to Name Liberty Ship

Although various reports on the scrap campaign have been made to the State Superintendent's Office, the winning school at the time this *Bulletin* goes to press has not been named; and therefore, no selection for the name of the Liberty Ship to be named by the children of this State has been made. It is the plan of the State Committee to meet soon, however, and decide on the three schools of the State that collected the three largest amounts by weight respectively per pupil, and announce the names of the winning schools and the names selected for the Liberty Ship for North Carolina.

## School Board Amendment To Constitution Passes

The proposal voted upon on November 3 to amend the Constitution of the State in order to provide for an appointed State Board of Education plus three ex officio members passed by a vote of 148,517 for to 109,789 against. The

amendment becomes effective "from and after the first day of April," 1943.

The amendment provides that the Governor shall appoint a member from each Congressional District, and these appointees plus the Lieutenant Governor, the State Treasurer, and the Superintendent of Public Instruction will be the new State Board of Education, which takes the place of the present State Board of Education consisting of the Governor, the Lieutenant Governor, the Secretary of State, the State Treasurer, the Attorney General, the State Auditor, and the Superintendent of Public Instruction. It is generally believed that this amendment, in specifying the duties of the Board, repeals all legislative acts providing for the State School Commission, the State Board for Vocational Education, the State Textbook Commission, and the State Board of Commercial Education. It may take a special act of the General Assembly to clarify the effect of the amendment in this respect, however.

The amendment also provides for the appointment of a comptroller by the Board, subject to the approval of the Governor as director of the Budget, "who shall serve at the will of the Board and who, under the direction of the Board, shall have supervision and management of the fiscal affairs of the Board." Under this amendment "the State Superintendent of Public Instruction shall have general supervision of the public schools and shall be secretary of the Board."

## Education Week Observed Nov. 9-13

American Education Week was generally observed throughout the schools of the State during the week of November 9-13, it is learned. Typical of the many programs carried out was the following program announced by the Bryson City Schools in Swain County:

"American Education Week will be observed here Monday, November 9, through Friday, November 13.

"A program will be given Monday morning at 11 o'clock in the high school auditorium. The topic will be 'Reviewing Our Faith,' The Rev. W. M. Covert, the Rev. Charles M. Robinson, Jr., and the Rev. C. O. Newell will participate.

"On Tuesday afternoon at 3:15 o'clock a special program will be given at the regular monthly meeting of the Parent-Teacher association. The theme will be, 'Building Strong Bodies.'

"On Wednesday morning at 11 o'clock, at the elementary school assembly, the children in Miss Roxy Jones' seventh grade will present, 'Developing Loyal Citizens.'

"On Thursday morning at 10 o'clock a musical program will be given by the elementary school glee clubs and high school band."



## War Production Training Program Enrolls 3000 Persons

The increased demand for war workers with mechanical skills, according to J. Warren Smith, State Director of Vocational Training for War Production Workers of the State Department of Public Instruction, has resulted in training centers being in operation day and night in thirty-six North Carolina cities and towns, with several thousand trainees in preemployment and in supplementary courses. Approximately \$400,000.00 worth of machinery and equipment has been provided for this vocational work in North Carolina by the Federal Government, to supplement shop training already offered by the high schools in the State.

North Carolina had approximately 3,000 trainees enrolled in the War Production Training Program, according to figures released November 1, 1942, and the trend is rapidly turning toward the training of a larger proportion of women. Of the 3,000 persons enrolled in preemployment and supplementary courses in October, 817 were women, 316 Negroes, 221 WPA workers, and 927 NYA workers. Since the War Production Training Program was inaugurated in July, 1941, over 10,000 persons have been graduated from North Carolina schools with a vocational skill necessary to work in a war production industry.

Every trainee is required to register with the U. S. Employment Service before enrollment in a pre-employment course. Training is offered free in Aircraft Blueprint Reading, Aircraft Sheet Metal, Aircraft Woodwork, Aircraft Welding, Gas (Light), Ship Carpentry, Ship Machine Shop, Shipfitting, Ship Welding (Heavy), Shipbuilding Blueprint Reading, Automotive Mechanics, Sheet Metal, Electricity, Machine Shop, Radio and Communication, Garment and Textile, Patternmaking, Forging and Blacksmithing, and Blueprint Reading, Machinist.

## Posters for Libraries Made Available

The Division of Information, Office for Emergency Management, Washington, D. C., announces the following posters available free to libraries asking for them.

Rationing Means Share and Share Alike, 28"x40"

Rationing Safeguards Your Share, 15"x20"

They've Got More Important Places to Go Than You (Theme: Rubber Conservation for the Army), 28"x40"

Flag: Give It Your Best (a gummed sticker), 2½"x2" (especially appropriate for schools.)

The Graphics Division, Office of Facts and Figures, Washington, D. C., offers:

The United Nations Fight for Freedom (Theme: Flags of the United Nations), 10"x14" and 20" x 28" (especially appropriate for schools.)

# Tar Heel Educators

*By Gerald Coburn of the North Carolina Historical Commission*

## Calvin Henderson Wiley, Father of North Carolina's Public School System

Calvin H. Wiley should occupy a large niche in the hearts of all North Carolinians, for he was the father of our public school system. As early as 1817 Archibald D. Murphey had presented a plan for public schools to the Legislature of the State, and in 1825 a "Literary Fund" had been established for the support of the common schools, but the work of Wiley himself, as the first State Superintendent of Schools (1853-1865), started public education on its upward road to success in North Carolina.

Wiley was born in 1819, the same year that Wilmington, North Carolina, was so severely damaged by fire, but where the latter destroyed 300 or more buildings, Wiley was to possess a fire for universal education that would blaze through the State. Having obtained an excellent background in Caldwell Institute, a celebrated Presbyterian preparatory school in Guilford County, he attended the University of North Carolina and graduated with highest honors. A year later he settled in Oxford to practice law, but, having few clients, he served as editor of the *Oxford Mercury* (1841-1843) and also wrote and published two novels, *Alamance* and *Roanoke*.

Destined for more serious things than writing works of fiction, however, Wiley soon found his calling and devoted his energies to educating the people of the Old North State to their many opportunities and resources. Up until this time the State had been a popular mart for poor literature from Northern publishers, and too the people were emigrating by the thousands with the expectation of finding better opportunities elsewhere. Wiley viewed these two evils with contempt and determined to do what he could to promote universal education. His task was a difficult one, for many had no conception of the meaning of public schools and thought of them merely as charity schools. Also teachers were very inefficient, school-houses were little better than log huts, and the money that was to provide for the upkeep of schools was being squandered. Wiley toured the State from east to west and from north to south informing the people of the purpose of the common schools, and in letters, newspapers, and speeches he fought for their cause. He prepared textbooks, taught teachers how to teach, established a Teachers' Library Association in order to provide professional literature in each of the school districts, began the publication of a teachers' magazine called the *North Carolina School Journal*, and organized the State Teachers' Association.

During the Civil War, when the State needed almost limitless funds for arms, ammunition, food, and clothing for its soldiers, many advocated closing the schools and using the "Literary Fund" for the war efforts, but Wiley, seeing the danger, cried, "No people can, or ought to be free, who are not willing to educate their children." The doors of knowledge, therefore, remained open until the war came to a close, when the distressing conditions and depreciated currency made it impossible to continue. Wiley's work, however, was not in vain, and when the new public school system was established it was laid upon the foundation set by him.

The nation recognized Wiley's school system as one of the best in the Union. At the National Convention of Educators in Cincinnati in 1858 he appeared on the program, as an outstanding educator, along with Horace Mann of Massachusetts. Even in the critical years of the Civil War his report for 1863 showed that 50,000 children were attending the common schools in North Carolina.

Wiley died January 11, 1887, (six years after his alma mater conferred upon him the degree of doctor of divinity), but he will long be remembered for his contributions to the State's educational progress. Today a school building in Raleigh bears his name, and a large bust in the Hall of History (State historical museum) glorifies his fame.



# Laws, Rulings and Opinions

## Liability in Case of Accident to Pupil Assigned to Direct Traffic

*In reply to inquiry:* I acknowledge receipt of your letter of the 13th inst., enclosing a letter from Mr. .... Superintendent of the ..... City Schools, inquiring about the liability on the part of the trustees of his school in the event a "School Boy Patrol" unit is sponsored by the school.

I am enclosing herewith a copy of a letter dated April 22, 1941, to you relative to this subject. I think this letter will answer the questions raised by Mr. ....

"The following question is presented by your letter of April 3, 1941:

"Does a School Board have the authority to assign school age pupils to traffic duty on city streets, and in case of an accident to a pupil assigned to direct traffic or an accident to a pupil being directed by one assigned to such duty, would school officials face any personal responsibility?"

"I am not aware of any statute which gives school committees authority to assign pupils to traffic duty on city streets; and, in my opinion, they do not have such authority. The principal function of a school committee is the employment of teachers. It has no control over pupils except that which indirectly results from the choice of teachers.

"In a case of injury to a pupil assigned to direct traffic or to a pupil being directed by him, the members of the committee would not be liable in their official capacity. The committee, being an agency of the State, is not liable in tort. *BENTON v. BOARD OF EDUCATION*, 201 N. C. 653.

"The general rule as to the personal liability of public officers for injuries caused by their official acts is that such liability will attach when the cause of action is based on failure to perform or the negligent performance of a ministerial duty, but when the duty is discretionary the officer's conduct must be corrupt and malicious if there is to be any liability.

*BETTS v. JONES*, 203 N. C. 590;  
*MOFFITT v. DAVIS* 205 N. C. 565.

"These principles, however, would not be applicable if recovery for an injury to a pupil assigned to direct traffic were sought. Assigning pupils to direct traffic being unauthorized, the act of the committee would be neither ministerial nor discretionary.

"In *GURGANIOUS v. SIMPSON*, 213 N. C. 613, a coroner was held

personally liable for performing an unauthorized autopsy on a deceased person when there was no suspicion of foul play. In the opinion Justice Devin observed at page 616:

"The general rule is that when an officer goes outside the scope of his duty he is not entitled to protection on account of his office, but is liable for his acts like any private individual."

"If a pupil of reasonable maturity should voluntarily agree to direct traffic, his consent would probably preclude any recovery from school committeemen. However, if the school committeemen under color of their office should require a pupil to direct traffic or should exert strong pressure upon pupils to do so and an injury should result, it is possible that under the rule stated in the *GURGANIOUS* Case they might be held liable." Attorney General, November 16, 1942.

## Teacher Resigning: Thirty Days' Notice

*In Reply to Inquiry:* On October 3rd I wrote you a letter, expressing an opinion as follows:

"If the teacher in question gave notice of resignation to the head of the school in which she was employed September 4 and said school does not begin its fall session until the latter part of October, I am of the opinion that you have a legal right to employ this teacher in your school."

In expressing that opinion, I was under the impression that the regular fall term of the school from which the teacher was resigning did not begin until the latter part of October. Since writing you I have discussed this matter with Dr. Erwin and I understand from him that the period of time between September 4, when the teacher resigned, and the latter part of October, when the school reopens, is merely a recess of the school, somewhat similar to the Thanksgiving or Christmas holidays, and that the term which you suggested closed September 4 was not, in fact, the end of a term, but was merely a recess from September 4 to the latter part of October. And this recess period was for the purpose of enabling children in the school to assist their parents in harvesting their farm crops.

If the reopening of the school the latter part of October is a continuation of the same term from September 4, when the school recessed, it would be one and the same school term, and a teacher teaching in that school could not have resigned during this recess period.

As I stated to you in my letter of October 3rd, a teacher desiring to resign must give not less than thirty days' notice prior to the

opening of the school in which the teacher is employed, and I construe this to be thirty days prior to the opening of a regular fall term of such school.

If the facts as given to me by Dr. Erwin are the true facts relative to the school in which the teacher was employed, I am of the opinion that she has not given the necessary thirty day notice prior to the opening of the school and cannot resign as a teacher of that school without suffering the penalty prescribed for resigning without giving the thirty day notice. You would, therefore, not have the legal right to employ the teacher in question.

If there is any dispute between your version of the ending and beginning of the sessions in question, as given me by Dr. Erwin, I suggest that you take it up with him as to what the real facts are. Attorney General, October 13, 1942.

## Age At Which Children Are Admitted

*In Reply to Inquiry:* I have your letter of October 12, in which you submit the following question:

"As to whether a child who becomes six years of age after October 1st can compel his enrollment in the public schools during that year or whether he must wait until the next succeeding year to enter. The State School Commission has made a regulation requiring children becoming six years of age on or before October 1st to enter at the beginning of the school year, and those becoming six years of age after October 1st to wait until the next succeeding year to enter. Please give me a ruling in this matter."

Section 22½ of the School Machinery Act of 1939 provides as follows:

"Children to be entitled to enrollment in the public schools for the school year one thousand and nine hundred thirty-nine, and each year thereafter, must be six years of age on or before October first of the year in which they enroll, and must enroll during the first month of the school year."

This section of the law, I believe, answers your question. Attorney General, October 14, 1942.

## Workmen's Compensation Act; Status of Bus Drivers.

*In reply to inquiry:* I have your letter of October 14, enclosing a letter to you from Mr. .... Superintendent of ..... County Schools,  
(Continued on page 16)



## From The Past

5 Years Ago

*Public School Bulletin* (December, 1937): The "Report on Audit" made by the State School Commission shows the expenditures to local units from the state Eight Months School Fund for the year ended June 30, 1937, to be \$21,343,-361.02.

The WPA adult education classes had an increased enrollment of more than 4000 men and women during November.

The Granville County teachers recently prepared a 13-page mimeographed bulletin "Better Teaching," which was published for the teachers who "are interested in any plan that will create a better teaching procedure and result in more inspiration for the pupil."

Figures taken from *State School Facts* show that for 1936-37 the teachers scholarship index began with a 7 for white teachers in 90 counties and for Negro teachers in 22 counties.

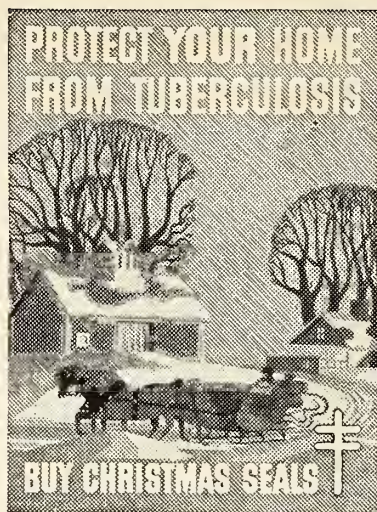
For 1935-36 the average school term in North Carolina was 137.7 days. This State ranked 35th among the states in this respect.

In 1936-37 there were 728 white and 132 colored high schools in the State; of this number 564 offered home economics.

110 Years Ago

"Mr. Editor: In your last paper I observed a piece taken from the Family Lyceum, which contains a great deal of matter upon the subject of the school funds in the different States. What a mirror is it to the eyes of a North Carolinian! We see from that, that she, upon this, as upon all other subjects of importance to her citizens, is almost a century behind her sister States. True, she has a small school fund, but how is it applied? Do we use it for the purpose of bringing within the reach of the children of the poor the means of education? No, but we borrow from it, from year to year, to pay our members of Assembly. How humiliating this must be to the pride of every public-spirited citizen. The State of North Carolina borrowing money to pay her members of Assembly, from a fund set apart for the education of the poor! Shame upon our law-givers. Can we expect to compete with our sister States, in the march of improvement now going on, while many of our citizens remain ignorant even of the alphabet? Can we expect to arouse them to the importance of internal communication, by means of canals, or railroads, while they remain ignorant even of the names of these mediums of conveyance? Surely not. A child must crawl before it can walk . . . Our citizens must learn how to spell internal improvements, before they can comprehend the meaning of the term.

"I have thrown out these desul-



The Annual Sale of Christmas Seals sponsored by the North Carolina Tuberculosis Association began on Monday, November 23rd, and lasts until Christmas. This is a State-wide, and Nation-wide undertaking, since all states will conduct Seal Sales at the same time.

This year, the Christmas Seal Sale takes on added significance because of war conditions. It has been the experience that wars and emergency conditions mark an increase in tuberculosis. Not only do actual war conditions tend to spread tuberculosis, but even in civilian ranks the stress and strain add to the number of victims of this affliction.

America must be strong to win this war. Tuberculosis must be dealt with as an enemy to this program of Victory through Strength. Every North Carolinian should enlist in this campaign by purchasing seals in larger numbers than ever before.

tory remarks, in the hope, Mr. Editor, that some person more able than I am, would urge the importance of some system of common schools, to the citizens of our State. It is high time we were thinking upon the subject . . . It is one of vital importance to our welfare."—Joseph Caldwell's Letters, 1832.

### Laws, Rulings and Opinions

(Continued from page 15)

under date of September 28, asking for an interpretation of Section 22 of the School Machinery Act in its application to bus drivers, a part of whose salaries are paid by the State and a part from local funds.

Mr. . . . is correct in his understanding that the State is responsible for Workmen's Compensation, on the basis of the average wage of such employees as defined in the Workmen's Compensation Act, as to all employment in connection with the eight months' school term. Should these employees perform

## From The Press

*Greensboro.* The Greensboro Council of Parents and Teachers recently drew up three recommendations which it proposes to submit to the State Legislature: (1) that provision be made for sick leave for teachers, (2) that the teacher allotment be made on the basis of membership rather than average daily attendance, and (3) that the compulsory attendance age be extended to 16 years and that better machinery for the enforcement of the law be set up.

*Rowan County.* The railroad town of Spencer—a center of organized labor in North Carolina—saw some of its methods of organization, namely the strike theory, used in the school system yesterday morning as some 50 or 60 students gathered outside the Spencer school building and refused to attend classes in protest against certain policies of school management, especially the cancellation of the intramural sports program.

*Guilford County.* The dental program in Guilford County rural schools has been cut from 40 to 22 weeks because of the shortage of dentists, many of whom have gone into military service, Dr. R. M. Buie, county health officer, stated in his October report.

*Burlington.* The resignation of seven additional teachers in the local school system and the appointment of three teachers to fill vacancies already created was announced this morning (Nov. 11) by school officials, who added that the resignations bring to 31 the total since the school term closed last May.

*Charlotte.* Taking note of the growing teacher shortage and the rising cost of living, the South Piedmont District teachers urged the North Carolina Education Association to maintain the present standard of certification.

*Winston-Salem.* Approval of the organization of a Victory Corps in all high schools in the city and a decision to leave the Christmas holidays as planned in the school calendar from December 18 to January 4 were decisions passed last night (Nov. 3) at the meeting of the school board.

*Washington County.* A tract of land 200 by 400 feet adjoining the Plymouth High School building was recently bought by the county commissioners from the Leggett heirs.

*Cherryville.* The Cherryville Schools will observe American Education Week November 8th through the 14th.

any service outside of and not connected with the eight months' school term, the State would not be liable for Workmen's Compensation for injuries arising out of and in the course of such outside employment. — Attorney General, October 16, 1942.



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STATE DEPARTMENT OF PUBLIC INSTRUCTION

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

JOURNAL OF THE ELISHA MITCHELL  
CHAPEL HILL, N. C.

JANUARY  
1943

✦ ✦ ✦

Volume VII

Number 5

## HICKORY VOCATIONAL SCHOOL

WAR TRAINING PROGRAM FOR MEN AND WOMEN





# In This Issue

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

January 1, 1943

	Page
Superintendent's Letter .....	2
Calendar for January .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
High School Boys Affected by Selective Service Act .....	4
Material on Australia Available to Teachers.....	4
Child Care Committee Appointed .....	4
Asheville School Board Releases Teachers to Enter Armed Services .....	4
Teachers and H. S. Seniors Aid in Fuel Rationing .....	5
Farm Machinery Repair Courses Available to Farmers .....	5
Pamphlet on Mental Hygiene Prepared .....	5
State Film Available (box) .....	5
Supplementary Textbooks Recommended for Adoption .....	5
School People to Pay Higher Federal Taxes .....	6
Durham School Children Collect Much Scrap.....	6
New Information on Military Occupations .....	6
A Message to the Educators of the Nation from the Director of the Mint .....	6
Students Had Jobs in Stores During Christmas Rush .....	7
State School Facts .....	8-9
Notes (Continued)—	
Distributive Education Bulletin Issued .....	10
School Commission Adopts ODT Transportation Regulations .....	10
"Richard Caswell" Selected as Name of Liberty Ship .....	10
Publication on Adult Education Comes from Press .....	10
School Lunch Program Clarified .....	10
Employment Statistics (box) .....	10
Government Appeals for Typewriters .....	11
Pre-Induction Course Outlines go to Schools.....	11
Southern States Work-Conference Bulletins Distributed .....	11
Resolutions Governing College Admission Adopted .....	11
College Conference Adopts Plan of Action .....	12
Mrs. Blair Heads Education Division of State War Savings Staff .....	12
1942-43 Educational Directory Comes from Press .....	12
"Progressive Farmer" Honors T. E. Browne .....	12
Victory Corps Aeronautics Aptitude Test .....	12
Receptionist Marries .....	13
Large Percentage Negro Children in Lower Grades .....	13
U. S. Needs Us Strong, Eat Nutritional Food.....	13
Every Day Eat This Way (box) .....	13
School Lunch Program Expands .....	13
War Production Board Adds Schools Section.....	14
Victory Poster Contest Offers Many Awards .....	14
World Week is New News-Magazine for Youth .....	15
The War and Our Schools .....	15
Tar Heel Educators .....	14
Laws, Rulings and Opinions .....	15
From the Past .....	16
Did You Know (box) .....	16
From the Press .....	16

To Superintendents, Principals and Teachers:

*It is being brought to our attention with increasing urgency that more food must be produced in America if we are to feed our men in the armed services, our civilians at home, the peoples in those countries who have united with us in the fight to preserve democracy, as well as the peoples of those countries who are being fed under the lend-lease act.*

*The South is asked to raise its own food supply in order that commercial growers and canners may send their supply abroad. With careful and timely planning we can grow some vegetables in the gardens practically the entire year, and it is a well established fact that the most nutritious vegetables are those that go directly from the garden to the tables.*

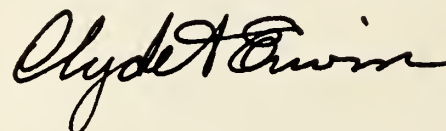
*His Excellency, Governor J. Melville Broughton, will speak over the radio early this month, urging all people in North Carolina to raise more food wherever the soil is suitable and the space is adequate. If possible, listen in on his informative talk.*

*I am asking you to include the Victory Campaign in your instruction in health, social studies, science, homemaking and agriculture classes, as a means of emphasizing the need. This should be done early in the year as families are making plans for their spring planting.*

*In addition to emphasizing the production of more food, the lunch-room feeding program can be wisely used by all teachers to develop better eating habits. Too many children in our State are unfamiliar with many good vegetables that are being served in their school lunchroom and will not eat them. This causes unnecessary waste as well as increases the problem of securing and preparing food at this time of serious shortages. This program has been planned to help keep pupils strong and healthy and deserves the support and interpretation of all teachers.*

*I urge each of you to help with the 1943 Victory Garden Campaign by arousing pupils and parents to plant more gardens with increased varieties of vegetables for home use and to supply local urban needs.*

Yours very truly,



State Superintendent of Public Instruction.

## Calendar for January

- 1 New Year's Day
- 6 Old Christmas (Twelfth Day)
- 8 Wilson's "Fourteen Points" presented to Congress 1918
- 17 Benjamin Franklin's birthday
- 17-23 Thrift Week
- 19 Robert E. Lee's birthday
- 21 Stonewall Jackson's birthday
- 30 Franklin D. Roosevelt's birthday

## Cover Picture

This picture shows the Hickory Vocational Schools Booth, which was in competition with other booths in the Catawba County fair in Hickory. The Hickory School Booth won first prize and a \$25.00 war bond. The projects pictured were made in the Aircraft Sheet Metal and Machine Shops Schools as a part of the vocational training program for War Production Workers.



# North Carolina Public School Bulletin

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## Editorial Comment

### Raise Teachers' Salaries

Since the Federal Aid Bill, S1313, failed to pass at the last session of Congress there appears to be no immediate aid in sight from Federal sources from which teachers' salaries could be raised. The only alternative, therefore, is for the General Assembly of the State to provide for this emergency. It is in line with the President's anti-inflation speech of April 1942 and his directive of October 3, 1942 to permit increases in salaries when necessary "to correct maladjustments or inequalities, to eliminate substandards of living, to correct gross inequalities." The National War Labor Board, in settling wage disputes, has fairly consistently approved wage increases of as much as 15% over the basic hourly rates in effect on January 1, 1941. Such increases are recognized as an offset to the rise in cost of living since that date. At present the cost of living is up 19% since war began in Europe; the cost of food is up 35%; and the cost of clothing is up 25%. Just before Congress adjourned an appropriation was made to increase the salaries of Federal employees.

In North Carolina, teachers in increasing numbers are leaving the teaching profession to accept more lucrative positions. In some areas these teachers cannot be replaced and the schools are having to run a make-shift schedule using poorly trained teachers or none at all in many instances. Unless some relief is obtained in the near future this lowering of the standard of the teaching profession will seriously interfere with the education of our children.

Then, too, many of the teachers who elect to remain in the profession are finding it very difficult to make ends meet. Teachers are not trying to avoid the sacrifices that all citizens are making to help win the war, but they do wish to maintain a standard of living commensurate with the profession. They should not be forced to borrow on their life insurance and houses, if they are fortunate in having any, as they did during the depression, to support themselves and their families.

In 1940-41 the average annual salary of teachers and principals in this State was \$975. The Nation's average was \$1,470. Thirty-five states paid their teachers and principals larger annual salaries than were paid in North Carolina.

Superintendent Erwin, in his report to the Advisory Budget Commission, recommended that the General Assembly grant a 15% raise in teachers' salaries. This request should be granted for two reasons: (1) the money is already available in the form of a balance of nearly \$30,000,000 in the General Fund; (2) the teachers deserve the increase to offset the cost of living.

The Governor of Georgia recently raised the salaries of teachers in that State 25%. The same percentage would not be too little for North Carolina teachers, since the teaching profession as a whole pays altogether too small salaries considering both the preparation of those who go into that profession as well as the children who are to be the future leaders of the State.

We urge everyone, therefore, to support the "raise for teachers salaries," and thus help make our schools secure during this war emergency.

### What Comparative School Cost Figures Teach

*(Guest Editorial)*

There are those among school administrators who deem it advantageous to show that they are operating a school system at a lower cost than this is done in other similar-sized school units. Comparative tables are set forth showing the pupil cost of this, that, and the other town. The inference is that one school system is administered more economically than all others brought into comparison.

In discussing this subject the research director of the Indiana State Teachers' Association, Dr. B. V. Bechdolt, recently said: "Per pupil expenditures mean but little and may be quite misleading unless they are supplemented by the information necessary for determining the extent to which they are comparable, both in terms of the quality and the quantity of the

facilities and the services they provide. Perhaps their chief value is the stimulus they offer school people by challenging them to seek explanations of the reasons for the differences in the expenditures which they reveal."

Comparative cost figures unquestionably have their value. A tax-paying constituency is impressed in an array of figures that demonstrate economy in the public service. It is not likely to ask why another school unit is spending more money and what it receives for its money. The assumption must be that under all conditions ordinary economy is practiced in the administration of a school system. But it does not follow that if a school system can show a lower pupil cost that it is practicing a wise economy. Nor can it be demonstrated that a school unit operating on a higher cost basis is necessarily extravagant or unwise in its expenditures.

Comparative cost figures have again and again been punctured when the true facts were brought to the subject. It rests with the school authorities to determine the quality and quantity of educational service provided. If a board of education knows exactly what it wants, it must also expect to pay for what it gets.—American School Board Journal, December, 1942.

### Were They Taught To Read?

We realize that we are "putting our neck out" before we write what is to follow; but we hear so many poor radio readers that we cannot help but ask the question: "Were they taught to read in our public schools?" Or "Were they taught to read?" (question mark). Of course, these readers, some of them regularly employed and some taking part simply on a scheduled program or series of programs, do not hear themselves, and, therefore, do not realize how "awful" it sounds to the listener.

Perhaps, it will be stated that we don't have to listen—that we could turn off the radio. That is not the point, however. Personally, we could do just that, and often do; but we also enjoy listening to good reading, including good diction and proper pronunciation, and so we naturally contrast poor enunciation and hesitation and stumbling over words with the better style and at the same time wonder why such persons are allowed to appear before the "mike." We wonder also if our schools had any part in teaching these persons how to read. We hope not, and yet we are forced to the conclusion that at some time in their lives these persons attended school. *Moral:* If you appear in public, before either a visible or invisible audience, then learn to read. Teachers, teach our future citizens how to read.



# Notes and Announcements

## HIGH SCHOOL BOYS AFFECTED BY SELECTIVE SERVICE ACT

The recent amendment to the Selective Training and Service Act reducing the draft age to 18 affects from 10 to 12 thousand North Carolina boys now in high school. In an attempt to interpret and clarify the law as it applies to these boys, the National Headquarters of the Selective Service System recently issued a memorandum including answers to three important questions now applicable. These questions and their answers are as follows:

1. When shall persons in this age group register?

After December 31, 1942, a youth reaching the age of 18 must register on his birthday or on the following day. It is assumed that a youth reaching the age of 18 before January 1 will have already registered.

- II. What schools are included in the designation "high school or similar institution of learning?"

A "high school or similar institution of learning" is defined as any institution giving the usual courses of study in the ninth, tenth, eleventh, or twelfth grades of education, and applies only to those grades in such schools. It does not include elementary grades, but *does* apply to students in the ninth grade in an elementary or grammar school. It applies to public and private high schools and vocational or trade schools. It includes junior colleges and colleges only with regard to the eleventh or twelfth grades. The intent of the law is to include only the course of study of the usual high-school level, and not to include elementary or grammar-school level and university or college level.

- III. Under what circumstances may certain students be allowed to have their induction postponed until the end of the academic year?

1. If he:

- (a) Has reached his 18th but not his 20th birthday.
- (b) Is pursuing a course of instruction at a "high school or similar institution of learning".
- (c) Is pursuing this course of instruction in the last half of the academic school year. (A registrant who graduates at the end of the first half of the academic year cannot qualify for postponement.)

2. If, upon being ordered to report for induction, he requests in writing, that his

*induction be postponed until the end of the academic year.*

It must be noted that postponement of induction is not automatic.

The student *must* make the request *in writing* and must satisfy the three requirements set forth under III, 1.

## Material on Australia Available to Teachers

To meet the heavy demand from teachers for study material on Australia, the Australian News and Information Bureau, 610 Fifth Avenue, New York, has produced and is offering without charge to teachers and school libraries a course of study for intermediate school grades and an outline of a study course on Australia.

The intermediate study course contains nine maps, and presents a course of study intended to cover from four to six weeks. The course has been planned to include as many as possible of the fundamental concepts necessary to understand Australia. A suggested list of reading for teacher background is given, and visual aids—films, slides, and film strips—are listed, with the organizations from which they are available.

These publications will be sent to any teachers requesting them, without charge.

## Child Care Committee Appointed

In order to coordinate the work of all agencies concerned with child care problems and in compliance with suggestions of Federal officials the State Director of the Office of Civilian Defense recently appointed a State Child Care Committee composed of the following:

W. F. Credle, Director of School-house Planning, State Department of Public Instruction, Chairman.

Dr. W. P. Jacocks, School-Health Coordinating Service, State Board of Health.

Miss Lily E. Mitchell, Board of Charities and Public Welfare.

Mrs. May E. Campbell, Works Projects Administration.

Mrs. Gertrude S. Clinton, United States Employment Service.

It will be the duty of this Com-

mittee to perfect plans and administer a State program of extended school services for the children of mothers working in war connected industries. These services contemplate all day programs for both pre-school and school age children, information service by homemaking teachers, training of teachers, and preparation of child care courses for volunteers.

Funds for the operation of the program are made possible by the extension of the Lanham Act, originally set up to grant financial aid for public works, including schools, in war connected areas. The schools of Wilmington, Fayetteville and Jacksonville have been the principal benefactors of Lanham Act funds in North Carolina. Wilmington has received grants of approximately \$750,000.00 for the construction of some ninety classrooms; Fayetteville and Cumberland County have received \$167,000.00 for twenty-two classrooms, and Onslow County is constructing thirty-one classrooms with a grant of \$125,000.00.

Funds are available through the United States Office of Education and the Children's Bureau for assistants in the State Department of Public Instruction and in the State Board of Charities and Public Welfare for the professional administration of the proposed service. The State Department of Public Instruction has already filed an application for a grant to employ three trained workers.

Once need is established for Child Care Service in any community having war connected industries and establishments, applications may be filed for Lanham Act funds with which to carry on the program.

## Asheville School Board Releases Teachers to Enter Armed Services

Teachers, principals and other school employees in the Asheville city unit who wish to be released from their contracts to enter the armed services will be released, and given prior consideration should they apply for reinstatement within a period of six months following their discharge from the armed services, it was recently ordered by a resolution adopted by the Board of Trustees.

This policy, it was stated, does not apply to those who wish to resign merely to accept another position, either in a war industry or in private or government employment, but only to those entering the armed services. The resolution adopted was in keeping with the tenure law which states that "any principal or teacher violating this provision (that of resigning



after the 'thirty days notice prior to opening of schools' has expired) may be denied the right to further service in the public schools of the State for a period of one year unless the county board of education or the board of trustees of the administrative unit where this provision was violated waives this penalty by appropriate resolution."

## Teachers and H. S. Seniors Aid in Fuel Rationing

During the last week of school before Christmas the schools were called on again to assist in the rationing program—this time in the renewal of kerosene and fuel oil. For this patriotic service the high school seniors were called in. Rations on these items were issued for the remainder of the rationing year—to September 30, 1943.

In a letter to county and city superintendents, State Superintendent Erwin asked the cooperation of the schools in this important program. "In accordance with our established policy of cooperating with the rationing programs," he stated, "I suggest that you use the high school seniors for completing the issuance of rations."

"I have been proud of the fine spirit of cooperation and the efficiency," he further stated, "which have marked your part in the whole defense program. It has been a heavy task, I know, but in no case have the schools failed to come through."

## Farm Machinery Repair Courses Available to Farmers

A course in Repair, Operation and Construction of Farm Machinery and Equipment is now available to farmers of North Carolina in communities where there is a department of vocational agriculture in the local high school. In this course the farmers have the opportunity to do their own repair work under the direction of a qualified farm machinery repairman. This course along with sixteen other mechanical and commodity production courses, is offered in the Rural War Production Training Program sponsored by the State Department of Public Instruction and the U. S. Office of Education.

A. L. Teachey, State Director of Rural War Production Training, points out that the problem of maintaining farm machinery now on North Carolina farms is serious. A very limited amount of new equipment is available and parts available for present equipment is very limited. In view of this situation, he states, it will be necessary for farmers to do more of their own repair work, if it is done at all.

Shop facilities and equipment of

## SUPPLEMENTARY TEXTBOOKS RECOMMENDED FOR ADOPTION

A committee composed of members of the Department of Public Instruction, headed by Dr. J. Henry Highsmith, made a report on December 9 to Superintendent Clyde A. Erwin recommending additional high school books for adoption by the State Board of Education. This report was made in compliance to a recent call issued by the Board for an adoption of supplementary books to implement the High School Victory Program now being initiated in the public high schools of the State.

local schools, where there is a department of vocational agriculture, will be available to farmers, in groups of ten or more, who enroll in the Farm Machinery Repair courses. There are two hundred of these courses now in operation in the State. More than 8000 items of farm implements and equipment have been repaired in these classes within the last sixty days.

Further details about these courses may be had from the local teacher of vocational agriculture or from the State Department of Public Instruction, Division of Vocational Education.

## Pamphlet on Mental Hygiene Prepared

To help teachers meet the special mental hygiene problems of children in war time, the George Davis Bivin Foundation has prepared a 16-page pamphlet, *The Teacher's Responsibility in Time of War*. Copies may be obtained from the Child Welfare Research Station, State University of Iowa, Iowa City, Iowa. Single copies, five cents; ten to one hundred copies, four cents each; one hundred or more copies, three cents each.

## State Film Available

*North Carolina, Variety Vacationland*, a 16mm sound, color film is now available to schools in 25- and 40-minute versions from the Department of Conservation and Development, Raleigh. This film portrays recreational, scenic and historical features of the State, rising 490 miles, from Roanoke Island when the first English Colony was planted in 1584, to the highest mountains east of the Mississippi.

The film is suitable for teaching the history of North Carolina. It has been listed in the catalog of educational motion picture films published by the University of Georgia as being suitable for elementary, junior high, senior high, college and adult groups.

Teachers desiring to use this film should address requests to the State News Bureau manager, giving at least a week's advance notice for booking. There is no charge for its use except for transportation.

Contracts have been tendered the publishers of the books recommended for adoption; and when such contracts have been properly executed, the books will be made available to the schools through the State Textbook Commission. These new books are in addition to those now on the list, some of which were added last spring and are being used now. The complete list will be annotated and furnished to the schools as soon as contracts have been executed.

The books recommended at this time were as follows:

### I. GENERAL MATHEMATICS (11th-12th grades).

#### Group 1:

Ginn. Betz. *Basic Mathematics*.

Heath. Hart. *Basic Mathematics, a Survey Course*. (Edition with answers).

Heath. Hart. *Basic Mathematics, a Survey Course*. Brief edition.

#### Group 2:

Holt. Hooper. *A Mathematics Refresher*.

Houghton. Buchan and others. *Aviation Mathematics*.

Scott. Lapp and others. *Mathematics for the Emergency*. (paper cover)

Wiley. Keal and Leonard. *Essential Mathematics for Skilled Workers*.

### II. TRADES AND INDUSTRIES

McGraw. Watson and others. *Understanding Radio*.

Silver. Rogers and Welton. *Blueprint Reading at Work*.

### III. SOCIAL STUDIES.

Silver. Brown and others. *America in a World at War*.

Silver. Lawrence. *New World Horizons: Geography for the Air Age*.

World. Emery. *Background of World Affairs*.

### IV. SCIENCE.

Ginn. Ahrens and others. *Living Chemistry*.

### V. BUSINESS.

Gregg. Allison. *Army Office Training*. (paper cover)

Gregg. Baughman and Gregg. *Most-Used Aviation Terms; 1,000 Terms Defined and Written in Gregg Shorthand*. (paper cover)



Gregg. Cohen. *Military Correspondence*. (paper cover)

Gregg. The Mechanics of *Navy Correspondence*. (paper cover)

Gregg. Newman *Most-Used Navy Terms; 3,000 Terms Written in Gregg Shorthand*. (paper cover)  
South-Western. *Army and Navy Correspondence*. (paper cover)

## VI. AVIATION.

### Group 1:

Macmillan. *Elements of Pre-flight Aeronautics for High Schools*.

Macmillan. *Science of Pre-flight Aeronautics for High Schools*.

### Group 2:

American. Bradley. *Mathematics of Air and Marine Navigation*.

Dutton. Leyson. *Flight Training for the Army and Navy*.

Holt. Robinson and others. *Before You Fly; Essentials of Aeronautics*.

Lippincott. Floherty. *Aviation from Shop to Sky*.

Macmillan. *Air-Age Series*:

Bartlett. *Social Studies for the Air Age*.

Bauer. *Globes, Maps, and Skyways*.

Cohen. *Flying High*.

Cross. *Wings for You*.

Fitzpatrick and Stiles. *The Biology of Flight*.

Manzer and others. *Physical Science in the Air Age*.

Osteyee. *Mathematics in Aviation*.

Renner. *Geographic Education*.

Renner. *Human Geography in the Air Age*.

Renner and Bauer. *The Air We Live In*.

Wilber and Neuthardt. *Aeronautics in the Industrial Arts Program*.

## VII. Agriculture and Home Economics.

Turner E. Smith. Duncan. *Food Processing*.

## VIII. Physical Fitness.

World. Lippitt. *Hygiene and Home Nursing*.

## Durham School Children Collect Much Scrap

The school children of the Durham city schools, organized as Junior Commandoes during the recent Get-in-the-Scrap Campaign conducted throughout the Nation, collected a total of 4,056,478½ pounds of scrap metal, 194,467 tin cans, 31,609 keys and 11,072 coat hangers. With 6,184 children participating this was an average of 656 pounds per pupil.

According to State Superintendent Erwin, this is a splendid rec-

## SCHOOL PEOPLE TO PAY HIGHER FEDERAL TAXES

How does the new war Revenue Act affect the teachers and the schools? The 1942 federal tax law, designed to raise unprecedented revenues and to help check inflation, is expected to at least partially accomplish these purposes. School people along with all others will find that they must spend less, save more, pay higher taxes, and even lower their living standards in order to win the war.

ord. "I have never witnessed in all my experience," he stated, "such whole-hearted cooperation in any project than has been entered into with such success as this scrap campaign by our boys and girls. The results produced in Durham are perhaps above the average, but such results typify what can be achieved by any project when properly motivated and directed. I congratulate the Junior Commandoes of Durham in the fine showing made."

## New Information on Military Occupations

The Occupational Index, established in 1936 under a grant from the Carnegie Corporation, has just announced that in the future it will review, annotate, index, and evaluate all new publications on military occupations; including all books and pamphlets which describe the attractions and the disadvantages, the opportunities and requirements of all branches of the Army, Navy, Marines, Coast Guard, Air Corps, Waacs, Waves, and Wows, and the Service Projects for Conscientious Objectors. The Occupational Index is published quarterly at New York University; the annual subscription price is five dollars.

## Individual Income Taxes

Provisions for deductions, exemptions, and rates of the individual income tax were amended. Some teachers will be benefited by the deduction for medical expenses, including doctor, dental, hospital, and health and accident insurance expenditures. Under this provision each taxpayer is permitted to subtract medical expenses exceeding 5 percent of his net income, maximum \$1250 for single persons and \$2500 for married persons. State and local retail sales taxes paid by consumers are deductible from gross income, if the tax is separated from the purchase price. Interest on postal savings issued prior to March 1, 1941, remains deductible, but all interest on federal securities issued since March 1, 1941 must be reported as a part of gross income.

Both the personal exemption and credit for dependents were reduced. The personal exemption now amounts to \$500 for single persons and \$1200 for married persons. Dependent allowances have been lowered from \$400 per person to \$350 per person.

The rate of the normal tax on net income, in excess of deductions and exemptions, has increased from 4 percent to 6 percent. Higher surtax net income rates now range from 13 percent on the first

## A Message to the Educators of the Nation from the Director of the Mint

Several months ago, in accordance with an Act of Congress, a change was made in the content of the 5-cent piece. It eliminated all of the nickel, a critically scarce metal, from that denomination. While it is expected that pending legislation will likewise authorize a change in the content of the 1-cent piece, (which contains 95% copper), whatever substitutes may be adopted, they also, I point out, will be scarce. Investigation establishes that all materials adaptable for coinage are now sorely needed for war purposes; a fact which emphasizes the importance of the idle pennies being put to work in the channels of trade.

If we could get this message to the students in the schools, and through them to their elders, I am confident that those who possess these hidden pieces, (we know a vast number of people do), would gladly relinquish them as a patriotic duty. If, therefore, you will generously lend your assistance by having the matter presented to teachers and pupils in schools under your supervision, it will be greatly appreciated, and will undoubtedly be vitally effective. A similar request is being made of heads of schools and colleges in many other places.

Everywhere this subject is presented it should be made clear that the request is simply that idle coins be *put back into circulation*, not that they be returned to the Mint or elsewhere for melting.

It is important that it be understood that for every coin hidden away, the Mint must make another to replace it; for the country must have coin to carry on the war program, and all its other business affairs.

Yours very truly,

NELLIE TAYLOR ROSS,

Director of the Mint.



\$2000 of surtax net income to 82 percent on surtax net income of \$200,000 and over.

Persons earning less than \$3000 a year are again permitted to file the optional tax returns. When filing the simplified return, the individual needs only to consult a fixed schedule showing the amount of taxes due for each income bracket under \$3000. Thus the complicated computations for deductions, exemptions, etc. are avoided. Under this schedule the single teacher earning \$1500 a year would pay an individual income tax of \$167; the married teacher earning \$1500 a year would pay \$34.

The oath is no longer required for persons filing income tax returns; penalties for perjury have been substituted in lieu thereof.

#### Victory Tax

Salary- and wage-earners are to pay a 5 percent Victory Tax on gross income in excess of \$624 a year. Beginning on January 1, 1943, the employer will deduct the tax from payments of salaries and wages over \$12 a week. Public employees are specifically *included* under this section of the law. Taxes on unearned income or on the income of self-employed persons, of members of the armed forces, of agricultural labor, and of domestic help are not collectible at the source, but will instead be paid at the time the Victory Tax return is filed for the first time in March, 1944.

An element of forced savings, without interest, is introduced for the first time in the provisions for postwar refunds. These postwar credits amount to 25 percent (maximum \$500) per single persons, 40 percent (maximum \$1000) for married persons, and 2 percent (maximum \$100) for dependents. However, if the taxpayer wishes, the postwar credit can be absorbed *currently* for payment of life insurance outstanding on September 1, 1942, retirement of debt incurred prior to September 1, 1942, and for the purchase of war bonds. This means that when the taxpayer files his Victory Tax return in 1944 he can specify that the credit due him on 1943 Victory Tax payments be applied towards his regular income tax liability, provided he has paid for insurance, retired debt, or bought bonds to the full amount of the credit. Thus each taxpayer can decide whether he wants to use his credit for allowed purposes each year or wait until after the war for a cash refund with no interest.

For the teacher earning \$1500 a year, whether single or married, the amount withheld will be \$1.90 each pay day, on a semi-monthly basis, or \$3.90 each pay day, on a monthly basis. The taxpayer will receive credit for any overpayment when the tax return is filed in 1944.

#### Excise Tax

Increased operational costs will



"Admission Day" was observed in the Executive Office in the Capitol at Raleigh Saturday, November 21, 1942, by the sewing of the twelfth star, representing North Carolina as the twelfth state to be admitted to the Union, on the American flag by the wife of Governor J. Melville Broughton. This picture shows the Governor, Mrs. Broughton sewing on the star, and Willis G. Briggs, North Carolina National Trustee for the Sons of the American Revolution, who made the presentation on behalf of the S. A. R., the D. A. R., and other patriotic organizations. This ceremony took place on the 153rd anniversary of the ratification of the United States Constitution by North Carolina, which was taken at Fayetteville the 21st of November 1789. From Raleigh the flag was sent by State patrol to the South Carolina border where it was conveyed to Columbia for exercises in the Executive Office there. After this has been done in the 48 capitals the flag will be deposited in the Congressional Library at Washington.

be noticed due to higher federal taxes on selected commodities and services effective November 1 1942. Price ceilings on liquors, beer, wine, cigars, cigarettes, lubricating oil, photographic equipment, and other items have been adjusted to permit the shifting of the taxes to the consumers. Tax rates on local telephone calls were raised to 10 percent; on long-distance calls, to 20 percent; on telegraph services within continental United States, to 15 percent; on international dispatches, to 10 percent. Tickets on trains, buses, planes, and boats will bear a tax of 10 percent instead of 5 percent. Freight charges will carry

a tax of 3 percent effective December 1, 1942.

Excises on rubber articles, washing machines, optical equipment, and electric signs have been removed. Revenues from these sources would be negligible since the articles are no longer generally available to the consumer.—Release No. 21 National Education Association.

#### Students Had Jobs in Stores During Christmas Rush

Due to the shortage of available  
(Continued on page 10)



# STATE SCHOOL FACTS

## Cost of School Transportation

As stated in the preceding number of this publication "the largest proportion of expenditures for auxiliary agencies, 69.6 per cent, during 1940-41 was for transportation of pupils to and from school." The total expenditure for that year was \$2,631,679.76, which amount was 7.7 per cent of the total current expense. The average expenditure per pupil hauled during that same year was \$7.71. Table II below gives the expansion in this phase of public education over a 20-year period. As this table shows, the number of children transported has increased more rapidly than the cost of this service, and consequently the per pupil cost has decreased.

Table I

This table, taken from *Bus Transportation*, gives the transportation facts for the states and for the Nation as a whole. As this table shows, the per pupil costs in the states range from North Carolina's low of \$7.20 to the high of \$145.00 in the District of Columbia. The highest state per capita is the \$56.52 in Nevada. The average for the Nation is \$21.52. North Carolina transports a larger number of children to school than any other state.

Tables III and IV

These two tables give the cost

facts with reference to school transportation in the county and city units. City units not listed in table IV did not provide transportation at public expense. These facts are divided according to white and Negro schools. The costs for these two types of schools, as the table disclose, are approximately identical for the two races, being slightly greater for white children.

For rural white schools, where the majority of transportation takes place, the range in costs is from \$3.83 in Forsyth County to \$25.18 in Dare. Buncombe County with its fleet of 73 buses hauls more white children than any other unit. Considering both races Johnston County transports the largest number of children, 10,378, to and from school.

For the State as a whole, 288,650 white children and 41,495 Negro children were transported at public expense during the year 1940-41.

A total of 4,727 vehicles were used—4,078 for transporting white children and 649 for Negro children.

The average daily cost of transporting a rural white child to and from school varied within the units—from less than three and a half cents in Lincoln and Yadkin to nearly sixteen cents in Dare. The average for the State was approximately five cents. The average daily cost in Nero county units, as well as in city units, was approximately four and a half cents.

## III. COST OF SCHOOL TRANSPORTATION, COUNTY UNITS, 1940-41

Unit	White				Negro			
	Operating Cost	No. Vehicles Used	No. Pupils Trans.	Year's Cost Per Pupil Trans.	Operating Cost	No. Vehicles Used	No. Pupils Trans.	Year's Cost Per Pupil Trans.
Alamance.....	\$ 22,770.68	49	2,885	\$ 7.89	\$5,649.46	10	774	\$ 7.30
Alexander.....	20,045.93	36	2,064	9.71	1,790.71	5	242	7.40
Alleghany.....	7,835.82	14	995	7.88	—	—	—	—
Anson.....	21,455.87	40	1,824	11.76	3,775.00	7	443	8.52
Ashley.....	20,014.35	31	2,567	7.80	525.00	1	29	18.10
Avery.....	17,819.75	27	2,747	6.49	560.00	2	50	11.20
Beaufort.....	28,829.45	53	3,207	8.99	5,684.00	9	718	7.92
Bertie.....	17,486.70	32	1,634	10.70	5,869.58	8	636	9.23
Bladen.....	25,715.76	42	2,853	9.01	2,799.45	16	1,028	7.59
Brunswick.....	21,701.99	36	2,166	10.02	852.00	4	213	4.00
Burke.....	22,540.45	41	3,837	5.87	1,563.96	3	133	5.71
Cabarrus.....	21,718.09	40	3,567	6.09	760.00	3	79	11.94
Caldwell.....	26,279.27	41	4,271	6.15	1,943.32	2	223	8.71
Camden.....	9,701.17	14	643	15.09	249.73	1	40	6.24
Carteret.....	17,177.53	26	1,385	12.40	6,008.48	8	299	20.10
Catawba.....	22,743.27	34	2,401	9.47	996.49	4	206	4.84
Chatham.....	29,867.94	49	4,461	6.70	7,326.54	11	780	9.39
Cherokee.....	23,380.31	47	2,702	8.65	—	—	—	—
Chowan.....	11,354.05	23	2,005	5.66	896.63	2	114	7.86
Clay.....	9,604.44	14	741	12.96	—	—	—	—
Cleveland.....	4,953.94	8	984	5.03	2,691.15	5	583	4.62
Columbus.....	31,151.19	55	4,623	6.74	2,436.71	7	499	4.88
Crawen.....	38,907.21	67	5,772	6.74	3,767.41	8	578	6.52
Craven.....	17,698.34	29	1,774	9.98	4,439.27	12	602	9.03
Cumberland.....	26,412.57	43	3,465	7.62	3,017.75	3	385	7.84
Currituck.....	10,069.84	14	790	12.75	380.00	1	18	21.11
Dare.....	8,737.41	10	347	25.18	1,608.42	8	316	5.09
Davidson.....	40,914.44	68	5,595	7.31	484.81	2	90	5.39
Davie.....	9,527.51	22	1,631	5.84	1,885.07	9	936	6.61
Duplin.....	28,638.86	60	4,134	6.93	6,098.67	17	1,067	6.28
Durham.....	26,693.33	46	2,880	9.27	1,264.91	2	75	16.87
Edgecombe.....	23,783.03	45	2,391	9.95	1,815.42	7	463	3.92
Forsyth.....	26,451.53	61	3,908	3.83	4,043.83	9	456	8.86
Franklin.....	25,771.95	53	3,403	7.57	4,726.71	14	783	6.04
Gaston.....	34,098.57	48	4,214	8.09	2,235.63	3	184	12.15
Gates.....	11,775.38	20	978	12.04	—	—	—	—
Graham.....	10,675.37	17	1,201	8.89	5,381.20	10	597	9.01
Granville.....	30,441.55	47	2,242	13.58	1,952.00	5	302	6.46
Greene.....	22,753.77	37	2,344	9.71	6,512.80	19	1,201	5.42
Guilford.....	39,225.12	85	7,180	5.72	8,559.38	15	571	14.99
Halifax.....	20,243.28	33	1,667	8.14	6,174.00	15	864	7.15
Harnett.....	31,308.25	56	4,878	12.14	748.00	3	69	10.84
Haywood.....	27,314.05	28	3,594	6.42	6,904.44	15	681	10.14
Henderson.....	18,963.56	35	3,614	7.60	3,936.70	5	238	16.54
Hertford.....	9,592.03	23	788	7.56	1,961.21	3	182	10.78
Hoke.....	10,706.34	14	826	24.07	5,005.96	14	861	5.81
Hyde.....	10,706.34	15	630	11.61	850.00	1	115	7.39
Jackson.....	39,259.28	68	4,803	16.99	16,358.33	37	2,307	7.09
Jacksonville.....	14,392.85	18	1,867	8.17	3,731.56	6	552	6.76
Johnston.....	53,467.09	111	8,071	6.62	1,480.00	6	415	3.57
Jones.....	15,232.60	19	932	16.34	342.75	1	77	7.05
Lee.....	11,207.66	23	1,311	8.44	240.00	1	40	40.00
Lenoir.....	24,652.22	58	2,731	9.03	2,879.50	3	308	9.35
Lincoln.....	17,082.79	37	3,238	5.28	8,587.86	19	1,124	7.64
Macon.....	11,634.31	17	1,070	10.87	4,180.84	8	598	6.99
Madison.....	18,754.28	30	2,779	6.75	6,374.00	10	784	8.13
Martin.....	25,083.68	37	2,273	11.04	4,688.69	10	533	8.67
McDowell.....	15,529.74	24	2,030	7.55	—	—	—	—
Mecklenburg.....	48,183.22	77	5,614	8.58	—	—	—	—
Mitchell.....	15,810.95	23	2,639	5.99	—	—	—	—
Montgomery.....	19,766.16	37	3,022	8.74	—	—	—	—
Moore.....	26,404.61	52	4,784	6.75	—	—	—	—
Nash.....	26,795.61	53	4,784	6.75	—	—	—	—



These two tables give the cost per pupil in city, county, and half-centers.

State	Year	Outlay	Operation	Schools	Vehicles	Miles	Pupils	Annual
Alabama	1921-22	\$248,889.41	\$284,884.45	528	528	***	20,359	\$13.99
Arizona	1922-23	310,983.11	456,732.22	***	***	***	31,544	14.48
Arkansas	1923-24	511,444.22	654,644.62	***	1,318	40,667	48,251	13.57
California	1924-25	647,512.45	994,611.69	***	1,909	51,869	69,295	14.35
Colorado	1925-26	552,291.28	1,302,719.92	***	2,317	68,821	87,283	14.93
Connecticut	1926-27	572,395.23	1,581,119.78	1,038	2,876	78,523	111,725	14.15
Delaware	1927-28	562,854.98	1,676,441.68	1,118	3,258	78,523	136,980	12.24
District of Columbia	1928-29	492,585.76	1,929,282.99	1,118	3,716	95,662	165,328	11.67
Florida	1929-30	349,063.42	2,273,287.55	1,266	4,046	108,001	181,494	12.53
Georgia	1930-31	235,370.96	2,174,133.18	1,170	4,240	117,740	200,416	10.85
Idaho	1931-32	186,833.17	2,061,354.25	1,218	4,418	123,700	225,814	9.13
Illinois	1932-33	55,953.07	1,552,768.80	1,235	4,502	130,387	244,147	8.01
Indiana	1933-34	66,197.08	1,936,985.82	1,208	4,082	126,724	236,170	6.57
Iowa	1934-35	173,159.73	1,977,144.47	1,281	3,974	129,383	256,775	7.54
Kansas	1935-36	139,895.91	1,964,719.26	1,321	4,069	132,887	267,988	6.83
Kentucky	1936-37	168,649.22	2,550,495.98	1,404	4,176	141,677	305,541	8.35
Louisiana	1937-38	140,649.73	2,379,616.93	1,447	4,334	146,990	326,321	7.29
Maine	1938-39	155,961.81	2,417,659.65	1,469	4,526	154,759	334,362	7.23
Maryland	1939-40	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Massachusetts	1940-41	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Michigan	1941-42	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Minnesota	1942-43	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Mississippi	1943-44	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Missouri	1944-45	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Montana	1945-46	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Nebraska	1946-47	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Nevada	1947-48	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
New Hampshire	1948-49	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
New Jersey	1949-50	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
New Mexico	1950-51	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
New York	1951-52	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
NORTH CAROLINA	1952-53	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
North Dakota	1953-54	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Ohio	1954-55	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Oklahoma	1955-56	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Oregon	1956-57	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Pennsylvania	1957-58	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Rhode Island	1958-59	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
South Carolina	1959-60	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
South Dakota	1960-61	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Tennessee	1961-62	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Texas	1962-63	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Utah	1963-64	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Vermont	1964-65	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Virginia	1965-66	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Washington	1966-67	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
West Virginia	1967-68	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Wisconsin	1968-69	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
Wyoming	1969-70	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
UNITED STATES	1970-71	44,735	93,398	1,280,737	4,141,310	\$79,154,728	\$ 21.52	

## II. COST OF SCHOOL TRANSPORTATION, 1940-41

Year	Outlay	Operation	Schools	Vehicles	Miles	Pupils	Annual
1921-22	\$248,889.41	\$284,884.45	528	528	***	20,359	\$13.99
1922-23	310,983.11	456,732.22	***	***	***	31,544	14.48
1923-24	511,444.22	654,644.62	***	1,318	40,667	48,251	13.57
1924-25	647,512.45	994,611.69	***	1,909	51,869	69,295	14.35
1925-26	552,291.28	1,302,719.92	***	2,317	68,821	87,283	14.93
1926-27	572,395.23	1,581,119.78	1,038	2,876	78,523	111,725	14.15
1927-28	562,854.98	1,676,441.68	1,118	3,258	78,523	136,980	12.24
1928-29	492,585.76	1,929,282.99	1,118	3,716	95,662	165,328	11.67
1929-30	349,063.42	2,273,287.55	1,266	4,046	108,001	181,494	12.53
1930-31	235,370.96	2,174,133.18	1,170	4,240	117,740	200,416	10.85
1931-32	186,833.17	2,061,354.25	1,218	4,418	123,700	225,814	9.13
1932-33	55,953.07	1,552,768.80	1,235	4,502	130,387	244,147	8.01
1933-34	66,197.08	1,936,985.82	1,208	4,082	126,724	236,170	6.57
1934-35	173,159.73	1,964,719.26	1,281	3,974	129,383	256,775	7.54
1935-36	139,895.91	1,964,719.26	1,321	4,069	132,887	267,988	6.83
1936-37	168,649.22	2,550,495.98	1,404	4,176	141,677	305,541	8.35
1937-38	140,649.73	2,379,616.93	1,447	4,334	146,990	326,321	7.29
1938-39	155,961.81	2,417,659.65	1,469	4,526	154,759	334,362	7.23
1939-40	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71
1940-41	181,858.18	2,631,679.76	1,358	4,727	159,806	341,135	7.71

\*Total from county funds. \*\*Including replacements. \*\*\*Data not available.

## IV. COST OF SCHOOL TRANSPORTATION, CITY UNITS, 1940-41

Unit	Operating Cost	No. Vehicles Used	No. Pupils	Year's Cost Per Pupil Trans.	Daily Cost Per Pupil Trans.	Operating Cost	No. Vehicles Used	No. Pupils	Year's Cost Per Pupil Trans.	Daily Cost Per Pupil Trans.
Asheville	\$ 1,939.99	2	60	\$ 7.95	\$ .04	\$ 867.23	2	126	\$ 6.88	\$ .038
Burlington	6,420.86	7	881	7.29	.046	519.69	1	73	7.12	.040
Canton	3,620.36	6	352	10.29	.058	514.25	2	54	9.52	.053
Chapel Hill	945.00	1	60	15.78	.091	1,600.00	3	210	6.67	.055
Durham	4,651.60	8	520	8.95	.050	1,189.67	2	165	7.15	.045
Elm City	6,100.00	12	872	7.00	.044	1,500.00	1	18	8.33	.046
Fairmont	6,101.51	8	750	8.14	.052	2,300.00	4	300	7.67	.043
Greensboro	894.10	1	96	9.31	.035	...	...	...	...	...
Hickory	3,508.08	4	494	7.10	.030	...	...	...	...	...
Kannapolis	1,700.00	2	280	6.07	.034	549.74	2	95	5.79	.036
Laurinburg	2,340.00	2	282	7.94	.044	1,539.44	4	187	8.23	.046
Lumberton	6,307.20	7	503	6.98	.044	1,300.00	2	189	6.88	.043
Madison	1,755.10	4	235	7.47	.041	488.36	1	67	7.29	.046
Norfolk	2,900.00	8	408	6.86	.043	...	...	...	...	...
Norwood	1,559.50	1	45	7.99	.044	...	...	...	...	...
Morganton	1,600.00	2	259	6.17	.034	729.50	1	124	5.88	.033
Mount Airy	1,790.42	2	283	6.33	.035	600.00	2	74	8.11	.064
New Bern	1,728.37	2	200	8.64	.054	600.00	2	101	5.94	.033
Newton	1,521.70	2	183	8.32	.046	...	...	...	...	...
N. Wilkesboro	775.89	1	85	9.13	.051	433.00	1	47	9.21	.058
Pinetops	1,915.08	4	240	7.99	.044	350.00	1	48	7.30	.046
Red Springs	1,250.00	3	188	6.65	.041	1,360.00	3	181	7.51	.042
Reidsville	3,576.20	6	455	7.86	.044	509.50	1	79	6.45	.036
Rockingham	4,995.00	8	807	6.19	.034	543.50	1	64	8.49	.053
Salem	1,091.95	2	126	8.67	.048	...	...	...	...	...
Shelby	1,091.95	2	126	8.67	.048	...	...	...	...	...
South Carolina	1,300.88	2	144	9.03	.050	...	...	...	...	...
Tarboro	1,649.00	2	162	10.18	.057	350.00	1	28	12.50	.073
Tryon-Saluda	3,096.49	6	295	10.50	.058	519.66	1	47	11.06	.061
Wadesboro	2,037.00	2	170	11.98	.067	...	...	...	...	...
Wilson	3,161.87	6	338	9.35	.052	...	...	...	...	...
Total	\$86,707.32	137	11,082	\$ 7.82	\$ .045	\$17,013.54	37	2,307	\$7.37	\$ .044



## Notes (Continued)

(Continued from page 7)

labor throughout the country more students had jobs in the stores during the rush period before Christmas this season than ever before, it is learned from reports from the larger city units where most of the merchandising is carried on.

From Asheville the report was that three times the number of students from the Lee Edwards High School worked in the stores during the Christmas rush this period than were employed last year. A total of 132 students, 54 boys and 78 girls, were placed in Christmas jobs. Some of these students made up their school work in advance, whereas others will catch up when school resumes this month.

The practice in Asheville was typical of what was done in other places: Raleigh, Greensboro, High Point, Durham, Charlotte, and Wilmington.

### Distributive Education Bulletin Issued

The first number of *The Distributive Educator*, a mimeograph bulletin issued bi-monthly by the Division of Vocational Education in the interest of its distributive education program, was issued in November. The second issue of this bulletin will appear this month. Clyde W. Humphrey, Research Agent for the Distributive Education Program, is editor of the publication.

The bulletin was created, according to a statement by A. S. Proctor, State Supervisor of Distributive Education, "in response to numerous requests from our teaching and supervising personnel for a systematic medium through which periodically to disseminate professional news and views pertaining to distributive education."

### School Commission Adopts ODT Transportation Regulations

The State School Commission at its regular monthly meeting on December 10th adopted the policy relating to school transportation recently issued by the Office of Defense Transportation. The regulations adopted by the ODT were sent to all superintendents early in December by C. C. Brown, Director of School Transportation for the State School Commission.

In a letter apprising the superintendents of the action of the School Commission, Mr. Brown pointed out that the 12-point policy of ODT "follows closely transportation regulations which have been effective in this State for several years." Mr. Brown also pointed out

the Commission definition of "serious physical hardship" as used by ODT in item 2 of its policy statement. "The length of a bus route," he stated, "number of routes served by bus, weather, road conditions, age of pupils, and physical condition of the child, are all factors to be considered in defining 'serious physical hardship' and in making route changes to conform to this part of ODT regulations." He also stated that the Commission felt that where children had to leave home before sunrise to meet the bus that bus service should be continued to one mile of the children's homes.

Copies of the ODT policy may be secured from Mr. Brown, State School Commission, Raleigh, N. C.

### "Richard Caswell" Selected As Name of Liberty Ship

The name of Richard Caswell, a former Governor of North Carolina, was selected as the Liberty Ship named by the school children who were winners in the School Scrap Contest. The name was approved by Washington from a list of six selected by the State Committee composed of Governor Broughton, Superintendent Erwin and N. E. Edgerton, chairman of the State Salvage Committee from those suggested by the school children.

Sanford High School won first place in the contest, with Laurinburg School second and Rocky Point School in Pender County third. The ship was launched on December 10th at Wilmington.

### Publication on Adult Education Comes from Press

*Adult Education in North Carolina* is the title of Publication No. 242, latest printed bulletin of the

Department of Public Instruction to come from the press. The bulletin was prepared by J. E. Miller, Director of the Division of Adult Education, who is now on leave of absence with the Navy.

The publication shows what is being done in adult education in North Carolina. "Experiences are related, accomplishments noted, problems exposed, and through it all one is able to see the effect of the program in changing and rehabilitating lives," states Superintendent Erwin in the Foreword.

Copies of the publication have been sent to superintendents, directors in counties where programs are now being conducted, teachers, and others interested in this phase of the public school program.

### School Lunch Program Clarified

In a recent letter to school principals, James A. Hutchins, State Supervisor Agricultural Marketing Administration, made an attempt to clarify the misunderstanding existing generally among superintendents, principals and teachers with reference to the operation of the Community School Lunch Program.

"The School Lunch Program," stated Mr. Hutchins, "is a cooperative community undertaking. The Agricultural Marketing Administration makes commodities available to the Commodity Distribution Division of the State Board of Charities and Public Welfare for distribution to the schools for use in the School Lunch Program. The Commodity Distribution Division, headed by A. E. Langston, distributes these commodities to each county storeroom in the State where local school people go to receive their proportionate share."

Other points made by Mr. Hutchins were the following:

1. The community must provide the labor used in connection with the program.

2. The receipt of commodities is not contingent upon WPA labor.

3. Adequate supplies will be available throughout the year.

4. The AMA controls the quantity of each commodity that the school receives and the procedure for certifying children to the School Lunch Program.

5. This program is not a relief program.

6. Any child attending school who would benefit nutritionally by the addition of commodities to his lunch may be certified as eligible to participate.

7. The children are certified by the principal of the school.

8. A form has been prepared upon which this certification is made, and commodities will be issued on its basis without further approval.

### Employment Statistics

The following statistics show persons trained through the War Production Training Programs who were employed in industries during the period October 1, 1941 to October 1, 1942.

Industries	No. Employed
Wright's Automatic, Durham, N. C. ....	109
Edwards Company, Sanford, N. C. ....	73
N. C. Shipbuilding Company, Wilmington, N. C. ....	821
Norfolk Navy Yards, Portsmouth, Newport News, Va. ....	907
Glenn L. Martin, Baltimore, N. C. ....	813



## Government Appeals For Typewriters

Donald M. Nelson, of the War Production Board, has appealed to schools to turn over to the government a substantial number of school typewriters to meet the needs of the Army and Navy. The Army and Navy needs a total of 800,000 typewriters, of which 340,000 will be secured from business houses and from local and State governments. The request to business houses and local and State governments calls for the sale of 20 percent of the stock on hand to the War Production Board. This leaves 120,000 typewriters to be secured from public, private and parochial schools. This represents approximately 20% of the typewriters in the possession of schools.

The government is interested in receiving only typewriters manufactured since January 1, 1935. "To aid in the collection and redistribution of these typewriters, the Procurement Division of the Treasury has appointed all typewriter manufacturers, their branches and agents, and many independent dealers, official buying agents. The prices established are the standard trade-in allowances of the manufacturers as of February 1, 1941. Any buying agent will examine the machines, pick them up, give an official Government receipt, affix a decalcomania, certifying that the typewriters are now the property of the United States Government, and pay for machines purchased."

## Pre-Induction Course Outlines Go To Schools

Outlines of the first five official pre-induction courses designed to prepare men for important Army jobs are now being distributed to the school superintendents and high school principals of the Nation, a joint statement by the War Department and the U. S. Office of Education announced recently. Fifty thousand copies of these course outlines, covering the fundamentals of *electricity, shopwork, machines, radio, and automotive mechanics*, have been printed by the War Department and are being circulated to schools by the U. S. Office of Education. Other pre-induction courses for inclusion in the high school and college curricula are now in preparation by the War Department.

The pre-induction course outlines make clear to the schools of the Nation in concrete and specific terms just what help the Army needs from them in order to build an invincible army in which nearly three-quarters of the men will be trained specialists.

The five basic pre-induction course outlines now being distributed were prepared by the Pre-Induction Training Section, Services of Supply, War Department, under

## RESOLUTIONS GOVERNING COLLEGE ADMISSION ADOPTED

Representatives of North Carolina colleges and secondary schools in a meeting held December 17 in Raleigh adopted the resolutions printed below, which except item (1) are identical to "Resolutions Adopted December 2, 1942, by the Commission on Secondary Schools of the Southern Association." The meeting was called jointly by State Superintendent of Public Instruction Clyde A. Erwin and Leon R. Meadows, President of the N. C. College Conference to clarify problems relating to the admission of high school students to college during the war emergency.

the guidance of Army officers. The outlines provide for training that embraces the first steps to be taken to fit men for service in all three of the over-all Army branches—Air Forces, Ground Forces, and Services of Supply. The official course titles and their order numbers are: Fundamentals of Electricity—PIT 101, Fundamentals of Radio—PIT 201, Fundamentals of Shopwork—PIT 103, Fundamentals of Machines—PIT 102, and Fundamentals of Automotive Mechanics—PIT 202.

Each course outline provides a program of training that practically all schools can adopt and carry on with their present facilities. The outlines include suggested teaching time to be devoted to each of the topics covered and they contain lists of demonstrations, laboratory exercises, visual aids, and reference books.

Copies of each course outline may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 10 cents.

## Southern States Work Conference Bulletins Distributed

The three other 1942 bulletins of the Southern States Work-Conference were distributed to the superintendents of North Carolina on November 23. The first of these bulletins, entitled "Implications of the War Effort for the Schools," was mailed to superintendents in October. The titles of bulletins sent out in November were:

1. State Responsibility for the Organization and Administration of Education.
2. Textbook and Library Services.
3. Problems of Teacher Personnel.

Each of these bulletins were prepared as a result of discussions by representations of all the Southern States. The North Carolina Education Association and the State Department of Public Instruction jointly purchased and distributed copies of them to the superintendents.

Additional copies are available from Dr. Edgar L. Morphet, Executive Secretary, Southern States Work-Conference, Tallahassee, Fla.

Item 1 of the original resolutions read: "Any students admitted to the examination should have completed at least the first half of his senior year in high school." The substitute item, which was adopted, is given below.

### Resolutions

That this Commission at the present time refrains from expressing its opinion as to the desirability of admitting students to college by examination who have not graduated from high school but earnestly requests that the Executive Committee of the Association and the Commission on Institutions of Higher Education\* set up a standing committee with power to act in approving or disapproving on an experimental basis from year to year, not longer than the duration of this emergency, any and all plans member colleges or groups of member colleges may present for admitting students who have not obtained high school diplomas;

That this standing committee when set up should be instructed to consider carefully such minimum standards as these:

- (1) Any student admitted to the examination should have completed at least twelve units of high school work;
- (2) He should have standing in the upper one-third of his class;
- (3) He should be at least sixteen years of age before entering college and be recommended by his high school principal as probably having sufficient maturity to adjust himself to college conditions;
- (4) The examination given by the colleges should demonstrate that the student in general ability and in preparation in such subjects as mathematics and English stands above the lowest 40% of freshmen admitted to the college or colleges

\*This provision was amended to ask the Executive Committee of the Association, with or without additional personnel, to act as the committee requested. The Executive Committee finally set up a committee consisting of itself (nine members), the Executive Council of the Commission on Institutions of Higher Education (seven members), and six members from the Commission on Secondary Schools to act on emergency situations arising from the war-time situation, with special reference to the problems created by the war-time acceleration of students. The large committee thus created is in turn to set up a sub-committee of six with power to act after having one meeting of the full committee and then polling the members from time to time. The powers of the Committee include the right to pass on the matters now before the North Carolina College Conference.



within the past two or three years.

That, it be further recommended to the standing committee, when such a situation arises as to make it desirable for it to consider plans for the admission of students by examination, that it encourage the giving of such examinations uniformly by groups of colleges rather than by individual institutions.

## College Conference Adopts Plan of Action

Immediately upon adjournment of the Conference of Representatives of Colleges and Secondary Schools, a meeting of the North Carolina College Conference was called by President Meadows, at which the following "Suggested Plan of Action" was referred to the Admissions Committee of the Conference for final action:

1. Adopt the minimum standards suggested in the December 2 Resolution of the Commission on Secondary Schools of the Southern Association, emphasizing the fact that the principal of a school in which a student is enrolled give him the same general recommendation as at present given by high school principals when they certify a student to college; but with a specific statement that the principal, in addition to certifying the first three items listed in the Resolutions, states his opinion that the student probably has sufficient maturity to adjust himself to college conditions.

2. Require the recommendation for the examination to be sent to the Director of Instructional Service, Dr. Highsmith, in time for him to send examinations to be administered by the principal of the school to all certified pupils for whom they are requested.

3. Require these examinations to be mailed to Dr. Highsmith at the close of the day upon which given and to be scored under his supervision.

4. That the examination be set by the Committee on Admissions of the North Carolina College Conference with the advice of the State Director of Instructional Service and passing grades or standards be determined by that Committee, the expenses of the examination to be paid out of the balance in the special Testing Fund of the Conference.

5. That lists of all students passing the examination be sent to all member colleges of the Conference and given to the state press with all admission by special examination at this time limited to students on this list.

## Mrs. Blair Heads Education Division of State War Savings Staff

Mrs. J. S. Blair, State P. T. A. president for the past two years,

has accepted the chairmanship of the Education Division of the War Savings Staff. Mrs. Blair's duties in this connection will be to promote the SCHOOLS AT WAR Program throughout the State's public schools. This Program is sponsored nationally by the War Savings Staff of the Treasury Department, the U. S. Office of Education and its Wartime Commission. A Handbook, the *Schools at War* Scrapbook and a special poster to be used in the organization and direction of the programs locally have already been sent to the schools. It is the aim of the Program to do three things:

1. To encourage each school to serve the war effort further by developing a closely co-ordinated program of war activities best suited to its community's needs and resources.

2. To make the American public see and appreciate the great variety, scope and value of school war services through a series of local and State exhibits, ending with a national exhibition of *America's Schools at War*.

3. To give recognition through special awards to all the schools that enlist in the SCHOOLS AT WAR Program.

February 12 has been named as the final date for completion of the Scrapbook report from schools participating in the SCHOOLS AT WAR Program. This is an extension of five weeks beyond the original date of January 7. Such a change will give a longer period for a school's wartime organization to get into high gear.

Postponement of the report date has been made necessary because of unforeseen delays in preparing and distributing materials for the whole SCHOOLS AT WAR Program. This extension of the time will not alter the program in any way, as the Scrapbook is merely intended as a report of progress, not as the end of a campaign.

Local and state SCHOOLS AT WAR exhibits may be held at any time decided upon by groups themselves. In this way, each school may be able to fit the exhibit into school and community projects.

There has been enthusiastic response to the SCHOOLS AT WAR Program, many schools having engaged in activities of various kinds, thus indicating their eagerness to cooperate in the national program of saving, serving, and conserving.

## 1942-43 Educational Directory Comes from Press

The 1942-43 Education Directory which is compiled annually by the Division of Publications, has finally come from the press and copies have been mailed in accordance with the regular custom to county and city superintendents and oth-

ers who have made requests for copies. Additional copies are available from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

The new Directory is the same size of the 1941-42 edition, yet due to a decrease in the number of schools one or two features have been added. There is a list of the State examining boards, which in some states are under the supervision of the Department of Education. There is also a list giving the names of private elementary and kindergarten schools.

## "Progressive Farmer" Honors T. E. Browne

T. E. Browne, Director of Vocational Education for the Department of Public Instruction since its inception in 1917, was honored by the *Progressive Farmer* in its December number by being named the "Man of the Year."

In naming Mr. Browne "Man of the Year" for North Carolina, the *Progressive Farmer* stated: "Friendliness, hard work, enthusiasm for his job, a real liking for folks, and a sympathetic understanding of all sorts of farm problems—these have been major elements in his success . . . and his sympathetic understanding is based on birth, rearing, tastes, and a constant oversight of the old Bertie (should be Hertford) County home farm where he was born; he still spends most of his spare time there."

Mr. Brown entered public life as county superintendent of Hertford County in 1905. Later, in 1909, he was prevailed upon to become part-time county agent. In 1911 he was appointed district agent to serve the eastern part of the State. He came to Raleigh in 1913 as Assistant State Agent in farm demonstration work, and when the Smith-Hughes Act was passed in 1917 he became the State Director of Vocational Education.

During these 25 years vocational education has grown from 29 departments of agriculture with an enrollment of 594 students to 1,096 departments with an enrollment of 79,874. In addition to these departments rehabilitation service has been extended to civilian cripples, and departments of home economics, trades and industries, distributive education, and occupational information and guidance have been added to the State office. More recently, on account of the war, programs of Rural War Production Training and War Production Workers have been added.

## Victory Corps Aeronautics Aptitude Test

To aid schools in the selection of pupils for courses in aeronautics



and related subjects, the U. S. Office of Education is issuing the Victory Corps Aeronautics Aptitude Test.

This test may be used with all students in the senior high school but it is intended especially for use with boys, since it is important that boys who have abilities for aeronautical or scientific subjects be encouraged to enroll in such courses, and that any who do not have those abilities be urged to take other types of work. The test may be used to advantage with graduating twelfth graders to aid in their adjustment to the war effort.

Answer sheets make it possible to use the test booklets over and over again with different groups. Only as many test booklets will be needed as the maximum number of students to be tested during any one period.

Forms are being established for this test in representative schools and all schools which use the test can secure them free. Sample copy of the test material will be sent free upon request to the U. S. Office of Education.

Test material may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at the following prices:

- V. C. A. A. Test Booklets .....\$7.50 per 100.  
10 cents each in smaller quantities.
- V. C. A. A. Test Answer Sheets...\$0.25 per 100.  
or .....\$2.00 per 1,000.
- V. C. A. A. Test Directions to Examiners .....\$0.05 each

## Receptionist Marries

Miss Foye Daniel, Receptionist for the Department, married Mr. Oscar Petty, Jr., on December 20th. In view of the fact that Mr. Petty is with the Navy Recruiting Station, located in Raleigh, Mrs. Petty will continue as the Department Receptionist until Mr. Petty is transferred to some other location. It is reported that the romance started as a result of a typewriter "breakdown." Mr. Petty was formerly with the local Underwood Typewriter office.

Superintendents and others who have been addressing Mrs. Petty as "Miss Information" or "Misinformation" (on account of the "Information" plaque which adorns her desk) may address her hereafter as "Mrs. Petty Information."

## Large Percentage Negro Children in Lower Grades

Approximately eighty-five per cent of the Negro children enrolled in the public schools in North Carolina are in the elementary grades.

Over fifty per cent of them are in the first three grades.

"Attendance" according to Miss Marie McIver, supervisor of colored elementary schools, "is still a major problem in the State. There are many other factors," she states, "but this one looms large in relation to the amount of retardation found in the lower grades. If parents would make a sacrifice and send the children to school regularly while they are too young to do any profitable work, they will have at least gone through the lower grades before they have to lose time in school in order to help with work at home. Each local Parent-Teacher Association should study this problem and try to do something about it."

## U. S. Needs Us Strong Eat Nutritional Food

The State Nutrition Committee has received 1,000,000 copies of a leaflet with illustrations and the words in the adjoining box printed thereon for distribution in North Carolina. Dr. John Kendrick, Executive Secretary, has asked the schools to distribute them through the pupils to their homes.

Since this leaflet deals with nutrition and good eating, the following suggestions have been compiled for use as a regular part of your instruction in science, social science, health, agriculture and home economics classes:

1. Superintendent distributes leaflets to each school.
2. Principal calls a meeting of faculty and asks agriculture and home economics teachers to discuss:
  - a. Purpose of Victory Garden Campaign.
  - b. Interpretation of the leaflet, *U. S. Needs Us Strong*, suggesting methods for using it in class instruction.
  - c. Purpose of the War Defense Commodity courses, especially those dealing with increased food supply.
3. Teachers distribute leaflets to children and request them to take them home and explain them to parents.
4. Children could distribute leaflets to homes in community in which there are no children of school age.
5. Devote a part of the regular classroom period to a discussion of the leaflet, the formation of good eating habits, the importance of the school feeding program, and the urgent need of raising more food.
6. Other ways of interpreting the Victory Garden Campaign and the nutrition leaflet are:

Listen to Governor Broughton's talk and follow with a discussion.

Have exhibits in school and

## Every Day, Eat This Way

How can we supply food for all of the needs of our body? Put into a very simple form, our need for an adequate diet will be met if we see to it that we get the following foods every day:

Milk and milk products—At least a pint for everyone—more for children, or cheese or evaporated or dried milk. Either drink it or eat it! Be sure to get your full quota daily.

Tomatoes, oranges, grapefruit, or raw cabbage, or salad greens—1 or more servings. Green, and yellow vegetables—1 big helping or more—some raw, some cooked.

Other vegetables or fruits—potatoes, other vegetables and fruits in season. Fruit each day helps to keep the doctor away.

Meat, poultry, or fish, dried beans, peas or nuts occasionally—1 or more servings.

Eggs—At least 3 or 4 a week, cooked any way you choose—or in "made" dishes. An egg a day is a good rule for most of us.

Bread and cereals—Whole-grain products or enriched white bread and flour. 2 or more servings every day.

Butter and other spreads—vitamin-rich fats, peanut butter, vitamin-rich margarine and similar spreads. 2 table-spoonfuls.

These aren't the only combinations of food that will meet your needs, but these are foods we know well and use widely in this country. It is much easier to check up on yourself if you follow some such daily plan as this. —Nutrition Division, Office of Defense Health and Welfare Services, Washington.

community, give demonstrations and talks.

Show films and use other visual aids.

Have a shelf in school and community libraries on gardening and conservation.

Emphasize better eating habits in lunchroom.

Judge selection of food on part of student by student.

Promote home and school gardens.

Promote projects in food raising and food conservation.

## School Lunch Program Expands

Some 220,000 school children in about 2,900 North Carolina schools received school lunches through the school lunch program last year. The program is sponsored by the



Federal Agricultural Marketing Administration and the State Department of Public Welfare, in cooperation with Parent-Teacher associations, Home Demonstration clubs and other local groups.

"During the school year which has just begun the school lunch and school milk program will be considerably expanded," says Miss Mary E. Thomas, extension nutritionist of the North Carolina State College. An effort will be made to reach the majority of the undernourished school children of the state.

"Any community willing to operate a school lunch program without profit can qualify for the Agricultural Marketing Administration foods," says Miss Thomas. Sponsors furnish basic foods and the Agricultural Marketing Administration furnishes supplemental foods through the State Department of Public Welfare to finish out the lunches. The Agricultural Marketing Administration foods are purchased under the Department of Agriculture's farm price stabilization program.

## **War Production Board Adds Schools Section**

A SCHOOLS section was recently added to the governmental requirements branch of the Division of Purchases of War Production Board, Washington, D. C. George Frank, purchasing agent of Cornell University, was appointed chief of that section.

Applications of schools and colleges, public and private, for priority assistance in obtaining critical materials, such as machine shop tools and equipment, and steel and copper for new buildings and additions, will be handled by Mr. Frank.

## **Victory Poster Contest Offers Many Awards**

In order to focus the attention of young Americans on activities that will help their country, the Latham Foundation for the Promotion of Humane Education of Stanford University is conducting a Nationwide Victory Poster Contest. Hundreds of prizes in the form of war stamps and bonds will be given for posters encouraging war savings, conservation, safety, victory garden, etc.

In addition to the other prizes, 20 art school scholarships will be awarded, many of them between \$200 and \$300 each. The contest, which closes February 1, 1943, is open to high school, college, and art school students. It has been endorsed by the National Red Cross, U. S. Treasury Department, and other national organizations.

Contest rules may be obtained by writing John T. Lemos, art director of the foundation, Box 1322, Stanford University, California.

# **Tar Heel Educators**

*By Geraldine Coburn of the North Carolina Historical Commission*

## **Charles Brantley Aycock, North Carolina's Educational Governor**

Charles Brantley Aycock is known as North Carolina's educational governor. By profession he was a successful lawyer, but his constant devotion to education for all, regardless of race, creed, or color, is the main reason he is remembered today. To some North Carolinians his name signifies education.

Aycock, one of ten children of Benjamin Aycock and Serena Hooks, was born on November 1, 1859, near Nahunta (now Fremont) in Wayne County. Descended from a long line of substantial farmers, he could plow a straight furrow as well as anyone, and, figuratively speaking, he never deviated from this course spiritually and morally. There were no public schools in the State in his youth, but he received his preparatory education at the schools in Fremont, Wilson, and Kinston, which enabled him to enter the University of North Carolina in 1877 at the age of sixteen and to graduate three years later as the best debator in the University student body.

A year after graduation, Aycock was admitted to the bar and opened his law office at Goldsboro. (Frank A. Daniels, a brother of Mr. Josephus Daniels, was his law partner for many years.) His first public office, however, was that of superintendent of schools of Wayne County, and this was the origin of his fight for the promotion of education. Also he was interested in politics and public affairs and won fame as a presidential elector and an elector-at-large for the Democratic Party. In 1893 President Cleveland recognized his ability as one of the most capable lawyers of the United States and appointed him United States District Attorney for the Eastern District of North Carolina.

In the year 1901, the beginning of the new century, Aycock became governor of the Old North State, and there was a new birth for education in the State. In the new governor's inaugural address he pledged the strength, heart, and wealth of the State to universal education. He said: "... I shall devote the four years of my official term to the upbuilding of the public schools in North Carolina. I shall endeavor for every child in the State to get an education." When speaking of education as being the first duty of the State he said:

"It is education that finds and brings out for us the noblest and the best. It stimulates us to our greatest efforts. I believe in universal education. I believe in educating everybody. What do we mean by education? We mean the bringing out of a thing the best that God has put into it. We must educate everybody in order that we may have the benefit of competition and appreciation."

During his term of office he sincerely tried to fulfill his promises, and more than 1,200 new schoolhouses were built, teachers were better trained and received higher salaries, the school term was lengthened, libraries were started in rural communities, better school books were obtained, and the Negroes were given more educational opportunities. Also, under Aycock's administration, all the State institutions were improved. The penitentiary was placed on a paying basis and better care was given to the insane, the blind, and the deaf.

For seventeen years, before and after Aycock served as chief executive of the State he was a trustee of the Goldsboro Public Schools, serving most of the time as chairman. When his term of office as governor expired in January, 1905, he returned to Goldsboro to resume his law practice with Frank A. Daniels, but four years later he was back in the capital of the State as a law partner of Robert W. Winston, and never in his legal career did he forget the cause of education. Often other states called on him to give lectures on education. In Birmingham, on April 4, 1912, while addressing the teachers of Alabama he said: "... I always talked about education ..." and with education as his last word, his heart failed and he fell dead. What better climax for this champion of public education?

On Easter Sunday he was buried in Oakwood Cemetery, in Raleigh, along with five other North Carolina governors, but his memory and accomplishments live on. On Capitol Square there is a large bronze statue of him, which reminds one that the public schools of North Carolina show no discrimination, but provide universal opportunities for all.



# Laws, Rulings and Opinions

## Questions and Answers PD-1A FORMS

### How and When to Use the PD-1A Application Blank As Released by War Production Board

#### 1. When do I use the PD-1A application blank?

An application may be made on a PD-1A form for a priority rating to obtain any material or supplies which you cannot obtain without a rating or by use of any rating to which you are already entitled.

#### 2. Do I have to make out a separate application for every order to be placed with each of my supplies?

Only when you are ordering different kinds of supplies or supplies to be used for different purposes. If you are assigned a rating to cover 100 tons of steel which is all to be used for the same purpose, you may use the rating on orders for 50 tons from one company, 25 tons from each of two others, etc. You may not use it, however, to obtain a larger total quantity than the amount approved on the certificate.

If you need 50 tons of steel for one product and an additional 50 tons for another product, you must make out two separate applications.

#### 3. May I use the PD-1A to apply for a rating on construction work?

No. For construction, a project application should be filed on Forms PD-200 and PD-200A. If the project is to be built for the Army or Navy or for a prime contractor under an Army or Navy contract, the application should be filed with the contracting officer in the field.

#### 4. May I use PD-1A form to apply for a rating on a machine tool?

PD-1A applications may be made for machine tools or other capital equipment if their use does not involve any physical expansion of your plant. When it is necessary for you to enlarge your plant to accommodate additional tools, you should apply for a project rating for the expansion and a rating for the required tools in an accompanying letter.

#### 5. What do I do with the PD-1A form when it is returned to me with a rating assigned by the Bureau of Priorities?

Keep the approved form in your file and apply the rating by endorsement on your purchase order. You do not need to send either the original or

a copy to your suppliers as you did with the old PD-1 forms.

#### 6. May a PD-1A form be used to apply for a higher rating when the rating assigned by a blanket order or a previously issued certificate is not high enough to secure delivery of the materials required?

Yes, provided you accompany it with evidence that you have made every possible effort to obtain the material with the rating originally assigned.

### Extension of Ratings on PD-1A and PD-3A Certificates

#### 1. Must the endorsement by which I extend PD-1A be on the actual purchase order?

It must be sent as a part of the purchase order, but a separate form may be printed and attached to the purchase order to carry the properly signed endorsement.

#### 2. May I extend a PD-1 by the procedure which has been described for PD-1A?

No.

#### 4. May I extend a rating received on a P Order in the manner described for PD-1A?

Not unless the Order concerned specifically provides for that kind of extension.

### Definitions—Miscellaneous

#### 1. What does "physically incorporated" mean?

"Material physically incorporated" includes all commodities, accessories, parts, assemblies or other products which are physically or chemically incorporated in the end item described on the PD-1A or PD-3A certificate on which the rating had been assigned. This includes chemicals used in processing the end product or any part thereof, and packaging and containers specifically required under the terms of the certificate on which the rating was assigned. Excluded are production facilities, machine tools, capital equipment and repair, maintenance and operating supplies.

#### 2. What is a practical-working minimum? A practical working minimum means the smallest inventory which will enable you to keep your production processes operating efficiently. Unless the circumstances are exceptional, this should not be more than a three-months supply, or more than the amount of inventory you had on hand a year ago.

In a case of certain scarce materials, maximum permissible inventory has been specif-

ically prescribed by the War Production Board.

#### 3. What is meant by a single kind of material for which a separate PD-1A application must be filed? Materials included on a single PD-1A application must fall into one common class such as steel, paper, etc. One application may cover several sizes and shapes of steel products, or several items of any other single type or material.

#### 4. What is meant by a single need or use for which a separate PD-1A application must be filed? A single need is for a specific quantity of materials to be used in making one product or class of products. A single use is for one or more items of equipment or supplies to be used for a single purpose as described in the application.

## World Week is New News-Magazine for Youth

To meet the special needs for a complete news service for the middle high school years, Scholastic Publications, publishers of leading classroom magazines, announce the first issue of *WORLD WEEK*—The News Magazine For Youth—dated September 14, 1942.

*WORLD WEEK* is designed to meet the special wartime needs of history and social studies teachers in grades 8-9-10 or the middle high school years. It is a 24-page illustrated news magazine featuring: *World News in the Light of History* by Philip Dorf, author of *Visualized History Series*; *Inside Washington* by Creighton J. Hill, *WORLD WEEK'S Washington Correspondent*; *Pan Americana* by Harry B. Murkland; A series on American Youth and the Air Age and another series on Geography of Global War.

*WORLD WEEK* completes the Scholastic program of six graded classroom magazines for high school and junior high and elementary school magazines started by publisher M. R. Robinson in 1920. Address Scholastic Publications, 220 E. 42nd St., New York, for subscription rates.

## The War and Our Schools

Parents and teachers must stand strong against any attempt to curtail the school program "for the duration of the war." The education of America's children cannot be slighted without permanently disastrous results to America. We must not "sell the day to save the hour." Whatever else must be neg-

(Continued on page 16)



## From The Past

### 5 Years Ago

"The action of the Raleigh Chamber of Commerce in passing a resolution favoring better school facilities in Raleigh indicates that a better sentiment prevails in the capital city now than was last June, when an election calling for 17-cent tax levy to provide better school facilities failed to carry.

"From September 13 through December 11, 1937, a total of 113 institutes or professional meetings were conducted under the direction of the Division of Instructional Service of the Department.

"The Burlington city administrative unit under the direction of Supt. L. E. Spikes is making an effort to serve the community better by an intensive study of Burlington.

"Supt. B. E. Lohr of the Clinton city unit, Sampson County, states that there is quite an epidemic of measles in that county, and that many of the schools closed earlier for Christmas than usual because of this fact." *Public School Bulletin, January, 1938.*

### 40 Years Ago

"I cannot think that it ought to be necessary in such an age, in such a land, in the face of such axiomatic truths, to discuss at length with any intelligent, right-thinking, right-feeling man, the right of every child to have a chance to make the most possible of himself through the development of his God-given faculties by education, and the duty of the State and of the community to give him this chance by providing adequate means for his education." J. Y. Joyner in the *Biennial Report of the Superintendent of Public Instruction, 1900-1902.*

Public School fund, in 1903 .....	\$1,599,234
School term in weeks (white) .....	16.7
Total value of school property .....	1,629,803
Expenditures for new houses .....	140,495
Rural Library Law was enacted	
The Loan Fund Law was enacted	

Educational Bulletin No. 2, *Progress in Public Education in North Carolina.*

### 50 Years Ago

"The foundation of public education is broad statesmanship not charity. The friends of the public schools in the past, and now, do not think that our property or our lives are safe in the hands of ignorant voters, and they do not think that our free governmental and relig-

## DID YOU KNOW

That your body is made from the food that you eat?

That you need calcium to help build healthy bones and teeth and to keep them healthy and strong?

That you need iron to help make rich red blood?

That such foods as lean meat, milk, eggs, poultry, and fish build muscles and help to keep them healthy and strong and help to keep blood rich and red?

That you need vitamins to keep your teeth, bones, nerves, and muscles healthy, and to help prevent pellagra and many other diseases?

That the *right* foods make you *look* and *feel* better?

That you can do more work and do it better, if you eat foods that keep your body healthy?

That outdoor sunshine on the bare skin helps to make strong healthy bones and teeth, and that it helps to keep them strong and healthy?

That nearly all of us can get more of the things our bodies need without spending more money than we now spend for food?

That in North Carolina most of us can save money by growing our own vegetables, and that we can have fresh greens in our gardens all year round?

That a good supply of milk is the best investment we can make for health?

That it is cheaper for us to eat the foods our bodies need to keep them healthy than it is to buy medicines to make us well?

That when white flour is made, nearly all of the part of the wheat which helps to keep our bodies strong and healthy is left out of the flour?

That some of the vitamins we need to keep our bodies healthy are destroyed when we cook our food too long?

That fruits and vegetables give us more of the things our bodies need, if we eat them raw or cook them only until they are tender?

—School Health Coordinating Service.

## The War and Our Schools

(Continued from page 15)

lected because of the war, parents and teachers must fight without ceasing against the ignorant claims or the selfseeking clamors of those who would rob the children of their inalienable birthright. They must struggle without ceasing to protect the common ground of their dual

ious institutions can long exist without liberal provisions made by the State for the education of all voters." S. M. Finger in the *Biennial Report of the Superintendent of Public Instruction, 1887-88.*

## From The Press

*Alamance County.* Every step feasible is being taken in Alamance County to conserve the rolling stock of the school transportation system, County Superintendent M. E. Yount commented today. (Dec. 3.)

*Lexington.* Miss Ethel Perkins, of the Lexington city schools, has been nominated for the office of director of the National Education Association for a three-year term.

*New Hanover County.* Miss Virginia Ward, co-ordinator with the County Board of Education of the family life community program, said last night (Dec. 4) that two nursery schools were already in operation in New Hanover County to take care of children of mothers working in war industry.

*Forsyth County.* An intensive educational program in the schools of Forsyth County is being inaugurated this week (Dec. 1) by the Forsyth County Tuberculosis Association as the annual seal sale campaign gets into full swing.

*Greensboro.* Complete city-wide survey of the number of children whose mothers are working and will need nursery school service is being planned for Greensboro, Supt. Ben L. Smith, of the city schools, announced today (Dec. 3).

*Sanford.* Paul J. Barringer, chairman of the local committee in charge of arrangements for the business clinic, to be held Wednesday, Dec. 2, in the Sanford High School Auditorium under the auspices of the United States Chamber of Commerce, announced today (Nov. 30) that plans for the clinic were complete.

*Goldsboro.* What the Negro has done in past wars and is doing in this one was told Wednesday afternoon (Dec. 2) by Captain Peter O. Miller of Seymour Johnson field before Goldsboro members of the North Carolina Colored Teachers Association, meeting at the Dillard High School.

*Rowan County.* High school teachers of Rowan County are requested by S. G. Hasty, County Superintendent, to notify the county office of education as to interest in attending a proposed 10-day institute for high school teachers of the State at some time during the Christmas holidays.

endeavor, the schools that build those children into free men and free women, worthy inheritors of life in a free and happy land. They must stand solidly together behind every bulwark they can build to maintain that defense and that inheritance. — National Congress of Parents and Teachers.



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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Number 6





# In This Issue

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

February 1, 1943

	Page
Superintendent's Letter .....	2
Calendar for February .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Pamphlet on Inflation .....	4
Principal Windell Says Press Statement Unfair .....	4
Columbus Superintendent Suggests Daily Check on Equipment .....	4
Italian Education vs. North Carolina Education (box) .....	4
"Functional Illiterates" Outnumber College Grads .....	4
Women's Clubs Endorse Educational Measures .....	5
Organizations Unite on School Legislation .....	5
Safety Conference to Meet in Memphis .....	5
Additional Kits on Transportation Available .....	5
✓ Governor Broughton Recommends School Legislation .....	5
12 Percent of Draftees Have College Education (box) .....	6
New Interpretation of Federal Stabilization Policies as Applied to Public Employees .....	6
Robert St. John Begins New NBC Series Directed Especially to School Children .....	6
Commissioner Studebaker Enumerates Items In Wartime Curriculum .....	7
Number Teachers in Colleges Drop .....	7
NCEA To Meet March 31, April 1, 2 (box) .....	7
Victory Garden May Be Part of Victory Corps Program .....	7
Physically Handicapped Persons Placed in War Employment .....	7
✓ State School Facts .....	8-9
Notes (Continued)	
High School Seniors Take College Entrance Examinations .....	10
Delivery Date of War Scrapbook Set.....	10
Chas. H. Warren Writes Supt. Erwin from Africa (box) .....	10
Education Bills Introduced in 1943 General Assembly .....	11
Committee on Education (box) .....	11
Suggested School Activities Related to Point Rationing .....	12
Supplementary Taxes for Current Expense .....	12
Budget Appropriation Bill Omits Adult Education .....	13
Cost of Living Up 19.7 Per Cent (box).....	13
War Bonus Recommended for Teachers and Other State Employees .....	13
Average Salaries of Teachers 1940-41 in the States .....	13
New Compulsory Attendance Bill Introduced .....	14
What the Schools Should Teach in War-time .....	14
High Schools Provide Obstacle Courses .....	14
Tar Heel Educators .....	14
Laws, Rulings, and Opinions .....	15
From the Past .....	16
A Bill of Duties (box) .....	16
From the Press .....	16

## To Superintendents, Principals and Teachers:

*Point rationing is shortly to become a vital factor in the purchase of various kinds of foods in every American home. Although this system is fairly simple, it is entirely new to all of us. Unless we learn quickly what it is and how it works, much confusion in American homes may result. Inappropriate methods of purchasing and utilizing point rationed foods might have serious results on public morale and the general effectiveness of the war effort.*

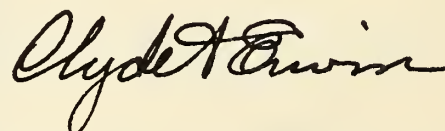
*Appropriate educational measures will facilitate the smooth and efficient operation of the new point rationing system which the grim realities of war have made necessary for our Government to institute. The schools have a real and immediate responsibility to help the people of our State to understand the why and how of point rationing. I strongly urge every school to recognize in this responsibility an additional opportunity of serving its own immediate community and the nation.*

*Each school can best determine for itself the ways and means of effectively serving in this emergency situation. A list of suggested activities, which individual schools might wish to consider for adaptation to local conditions, is printed elsewhere in this BULLETIN. Basic information on point-rationing may be obtained from the Local War Price and Rationing Board.*

*I hope your school may find effective ways of serving in the present emergency. The State Department of Public Instruction and the State Office of Price Administration stand ready to give you every possible service attending point-rationing.*

*With best wishes, I am*

*Very truly yours,*



*State Superintendent of Public Instruction.*

## Calendar for February

## Cover Picture

1-7—National Drama Week

6-12—Boy Scout Week

7-14—Negro History Week

12—Lincoln's birthday

14—St. Valentine's Day

19-28—Brotherhood Week

20-26—Better Speech Week

22—Washington's birthday

This is a lunchroom scene (noon meal) at the Pittsboro High School, Chatham County. Inexpensive lunches are served; high school girls get their lunches for table service during lunch period. Behavior and etiquette are taught at this period.



# North Carolina Public School Bulletin

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## Editorial Comment

### "Both"

Opinion has been expressed by many of the State's leaders, including editors, that of the main two proposals for improvement of the public schools, increasing the salaries of school employees and providing for a ninth month at State expense, only one of the two should and could be accomplished at this session of the General Assembly. The *Charlotte Observer* champions an increase in salaries, whereas the *Raleigh News and Observer* strongly urges the ninth month. On the other hand, the *Winston-Salem Journal* advocates both of these steps at this time.

In his message to the General Assembly, Governor Broughton recommended that an increase be given to all State employees including school teachers in the form of a War Bonus to be effective January 1, 1943. Governor Broughton also recommended the adoption of the ninth month at State expense, but on an optional basis. "The time has come in my opinion," he said, "when we should take the next step and provide a nine months term for every child in every county of the State in our public school system."

He said further, "We are financially able to take this progressive step, both political parties are definitely committed to it, and I strongly urge that this session of the General Assembly make adequate provision for the nine months term."

"Such enactment," he continued, "should be on an optional basis so that those communities desiring a nine months term may have it."

More recently, six leaders of the

North Carolina Education Association—A. B. Wilkins, Chairman of the Legislative Committee; John C. Lockhart, President; Clyde A. Erwin, State Superintendent of Public Instruction; Ethel Perkins, President Classroom Teachers Association; Ralph W. McDonald, Chairman Commission for Defense of Democracy Through Education; and Fred W. Greene, Secretary-Treasurer of the NCEA—issued a joint letter to superintendents, local unit presidents, principals, and classroom teacher presidents in which it was stated that "the united school forces are supporting 100% the program proposed by Governor Broughton. This program includes two big financial matters:

1. An increase in all salaries.

2. The adoption of the ninth month on an optional basis for each community that wants it."

This letter also points out very forcefully the "important thing" in these words:

"We are standing for BOTH of these. The State Administration is standing for BOTH of these. The money is available for BOTH of these."

This BULLETIN joins this esteemed company by endorsing this united program. Although the 15% increase in salaries, requested by Superintendent Erwin, is a better proposition, in our opinion, than the proposed War Bonus, and more in line with the cost of living increase which applies equally to all, we believe that the War Bonus will give partial relief to all school employees. The War Bonus plus the regular increment will give a fair increase to those teachers who have not attained the maximum rating, and the \$15,000 per month increase for those in the higher brackets will help considerably in these times of increased living costs including higher taxes.

As to the ninth month, there should be no argument. Read elsewhere in this publication, where "School days are cut to the bone for the children of Italy! Due to a fuel shortage Italy's Undersecretary of Education has *reduced next year's school days to 173 days, the shortest term in Italian history.*" It is stated, furthermore, that "parents will be expected to see that the children study at home to make up for the time they are cut out of at school."

Need more be said?

### Professional Ethics

The shortage of teachers, due to war conditions, has created a number of problems with reference to teacher employment. In many instances these problems have been adjusted to the mutual satisfaction of all concerned. In other instances, however, the results have been unfair and perhaps unjust to either one and sometimes both parties involved. More often, however, a third party, the children, is the one that bears the brunt of any malad-

justments that ensue following a change in teacher personnel during the operation of the school.

During this period of war especially, there are not enough competent teachers to go around, who are willing to work for the salaries now being paid. Under the North Carolina form of contract, teachers are not permitted to resign except 30 days prior to the opening of school upon penalty of further service in the public schools of the State for one year. This penalty, however, may be waived by the employing board by appropriate resolution. The effect of the law is, therefore, that a teacher may resign to teach in another school during the session only after permission of the employing board. Those drafted for the army, naturally, are exempted from the provisions of this law.

As to the ethical right of a teacher to resign, the question should be decided after all conditions are weighed. There are cases where resignations are right; there are instances where resignations are inexcusable and unjustifiable. The teacher should discuss the contemplated resignation with the principal and the superintendent, and perhaps other local leaders. She should consider whether the children will suffer if she leaves her post and whether her country will be served best by such action.

The superintendent, on the other hand, as the agent of the employing board, should carefully weigh all matters pertaining to the particular position concerned. His decision to permit or not to permit a resignation should be based upon a fair appraisal of conditions surrounding the particular case.

Still another aspect of teacher resignations is that of the approach made by the employing agent of the agency or institution in which the resigning teacher expects to be employed. Sometimes other superintendents seek the services of teachers already employed directly; they should by courtesy first approach the superintendent of the unit in which the desired teacher is employed. If this approach is made, a more satisfactory solution is more often arrived at. It should be unethical, therefore, for a teacher to resign to accept employment elsewhere without first consulting her present superintendent; and likewise, just as unethical for an employing agent of another agency, especially another school unit, to seek the services of an already employed teacher without first consulting her present superintendent.

In order to help crush the unethical practices engaged in by some educators, the following resolution, which we think is good, was recently passed by a State association of school boards:

"It shall be unethical for any school district or teachers' agency either directly or indirectly without prior consultation with the

*(Continued on page 16)*



# Notes and Announcements

## Pamphlet on Inflation

A pamphlet titled "Inflation" describing the harmful effect of runaway prices on the conduct of the war and the steps the people can take to forestall them has been issued by the Office of War Information. It may be obtained without charge by writing the Office of War Information, Washington, D. C.

## Principal Windell Says Press Statement Unfair

In a recent letter to Superintendent Erwin in which he comments on a recent press statement quoted in the *Public School Bulletin* for December, 1942, to the effect that "some 50 or 60 students gathered outside the Spencer school building and refused to attend classes in protest against certain policies of school management, especially the cancellation of the intramural sports program," G. T. Windell, principal of the school, states that "this statement by the original press reporter was so unfair to the 87½% of the students who ignored the regrettable incident, to those responsible for the policies of school management, and to the patrons and citizens of the community that it should not go unchallenged."

"Evidently," principal Windell states further, "the representative of the press responsible for the statement does not know the difference between *intramural* and *interscholastic* sports. The students are enjoying the most comprehensive intramural program in the history of the school. All boys and girls in the high school who are physically able are taking physical education five times a week. The physical fitness program incorporates extensive *intramural* sports."

"The group of students who were protesting against the cancellation of the *interscholastic* sports program, returned to their classes after remaining out for a couple of hours and no further evidence of dissatisfaction has been discernible."

"As in the case in most small communities, the school depends upon private cars for the transportation of its athletic teams to and from games. So, in compliance with the emergency of the times, the local board voted last August to discontinue *interscholastic* sports in favor of a more comprehensive *intramural* and physical fitness program."

## Columbus Superintendent Suggests Daily Check on Equipment

In a recent letter "To Chairman and Members School Committees

(and) Principals of the Schools of Columbus County," H. D. Browning, County Superintendent of Schools, pointed out that certain accidents with reference to school property had happened during December by "Old Man Neglect." One school building was partially destroyed by fire, one school boiler was cracked, one school bus, 1941 model, block was cracked by freezing, one school shop was smeared by fire, and one water pump was cracked by freezing, he enumerated.

The cost of these accidents are bad enough, Supt. Browning pointed out, but the most serious part of the matter is that they cannot be replaced immediately. "In the case of the building," Supt. Browning said, "it will be one year before it can be rebuilt; with the boiler, it will be 60 days, and then no guarantee; with the school bus, it is impossible to get a new block; in the case of the water pump, it will be 60 days before we can secure another; and the tools in the shop, well, they are out during the war."

"If your school is to operate,"

## Italian Education vs. North Carolina Education

It's a co-incidence that I read in yesterday's Raleigh paper of the introduction of a bill in the state legislature to provide a nine month's school term for the children of North Carolina—to give them 180 days of schooling per year instead of 160 days—a bill which will meet violent opposition and if passed will be in such shape as to allow some counties to keep the term at 160 days—this is a long sentence but I'm coming to the point—it's a co-incidence I say that soon after reading that I picked up Mr. J. A. Osborne's *Virginia Gazette* and read this:

"School days are cut to the bone for the children of Italy! Due to a fuel shortage Italy's Undersecretary of Education has reduced next year's school days to 173 days, the shortest term in Italian history."

The story goes on to say that if the term is cut to 173 days then parents will be expected to see that the children study at home to make up for the time they are cut out of at school.

It's funny, isn't it? "Enlightened" North Carolina balks at giving her children 180 days, while unspeakable Italy cuts to 173 only because of the stress of war. I say it with all respect to those in the country who need their children on the farms during the war.—John G. Bragaw in the *Washington News*, January 8, 1942.

Supt. Browning stated further, "it is absolutely necessary that you forget some of your duties, and spend enough time to check carefully each day:

1. The school boiler, water system and sanitary system.
2. All school busses daily, including radiators, gas and oil supply.
3. The building for fire hazards, electric breaks, the roof, down spouts, stairways and glass.
4. Be on the alert for changing weather, and fire the boilers in case of extreme cold even on Sunday.
5. Check school busses for lack of anti-freeze and oil.
6. Watch carefully all pumps, motors and wiring in your school. No new electric motors are available until after the war.
7. Stop all doors from opening with the wind. Watch the building and see that windows are closed during high wind storms. We cannot get any windows or doors under 50 days. Glass is so scarce that it is difficult to get at any price."

In commenting on Supt. Browning's letter, State Superintendent Clyde A. Erwin said, "I believe it is a most worthwhile effort in the interest of conservation. It might be well for superintendents generally to do something of this kind."

## "Functional Illiterates" Outnumber College Grads

One out of every four North Carolinians over 25 years old—433,053 of them—are "functionally" illiterate, according to the 1940 U. S. Census—more than six times the number of college graduates.

The definition of "functional" comes from Army standards which require the equivalent of a fourth-grade education and the ability to read a daily newspaper for the admission of selectees. By this definition, the illiterates are barred from the Army, have a restricted usefulness in war industries and cannot fulfill their duties as citizens.

The largest number of illiterates come from states with the greatest population: New York, with more than 1,000,000; Pennsylvania with 696,000; Texas with 642,000; and Illinois with 462,000.

For the nation as a whole one out of seven of those over 25 years old, a total of 10,104,000, are classed as "functionally" illiterates. By races, the breakdown is 7,300,000 whites, 2,700,000 Negroes and 100,000 all others. Of the white total, 4,200,000 are native born and 3,100,000 foreign born.



## Women's Clubs Endorse Educational Measures

The Legislative Council of the State Federation of Women's Clubs recently adopted a nine point program which included several measures pertaining to public education. This program is outlined as follows:

1. Raise the compulsory school attendance age from 14 to 16 years.
2. Place enforcement of the compulsory school attendance law under the Department of Public Instruction with adequate funds for its enforcement.
3. Provide a State-wide, State-supported nine month's school term.
4. Provide adequate funds for further expansion of public library service.
5. Make provision for an industrial training school for delinquent Negro girls.
6. Provide for adequate care and treatment of children of both races who are mentally deficient.
7. Provide for adequate care of mentally ill patients in State hospitals.
8. Make provision for adequate State supervision of city and county jails.
9. Prohibit the sale of alcoholic beverages within camp areas.

## Organizations Unite on School Legislation

A unified legislative program of public education was adopted by representatives from four State organizations, the N. C. Education Association, the State Congress of Parents and Teachers, the Commission for the Defense of Democracy Through Education and the State School Board Association, at a meeting held in Raleigh in late December.

This six-point program was as follows:

1. A minimum increase in salaries for teachers and other school employees of 15 per cent.
2. A Statewide nine month's school term on an optional basis, with an additional proviso that any community may, by reduction of holidays and by teaching on Saturdays, adjust the nine month's term to meet local conditions.
3. Enforcement of the compulsory attendance law and an increase in the age limit from 14 to 16 years.
4. An adequate program of vocational, health and physical education.
5. A corrective amendment to the educational constitutional amendment in accordance with the governor's compromise agreement.

## GOVERNOR BROUGHTON RECOMMENDS SCHOOL LEGISLATION

In his message delivered before the joint session of the General Assembly at noon on Thursday, January 7th, Governor J. M. Broughton, in speaking of public education, said:

6. An amendment to the continuing contract provisions of the school machinery act which would further safeguard teachers from dismissal and at the same time protect the schools from inefficient teachers.

## Safety Conference To Meet in Memphis

The fifth Annual Southern Safety Conference will be held in Memphis, Tennessee, Monday and Tuesday, March 1 and 2, 1943, it was recently announced by Clifford Penland, General Chairman. The program, to which key people in the public and industrial safety fields will be invited, is now being arranged, Mr. Penland stated.

## Additional Kits on Transportation Available

The "Teacher's Kit for a Study of Railway Transportation," distributed last year by the Association of American Railroads, Washington, D. C., may still be obtained, it is learned by Supt. Clyde A. Erwin from a letter from Robert S. Henry, Asst. to the President of the Association.

From the comments by school superintendents, principals, supervisors, teachers and others, Mr. Henry stated, this material has been very well received in all parts of the country. "Thus far," Mr. Henry continues, "there has been no general Statewide distribution in North Carolina. Various quantities have been supplied to school superintendents in 42 of the State's 100 counties; 22 city superintendents and principals, and six colleges, and single copies have been supplied to individual teachers upon request."

"We have a fairly good supply of Teacher's Kits on hand, and we should like to place them in the hands of principals or teachers who can use them to good advantage or put them in school libraries where they will be available to teachers where such material is needed.

"As we advised you last January, the Kits are distributed with the compliments of this Association, and we defray transportation charges."

"The very conditions which have contributed towards our unprecedentedly favorable financial condition have at the same time greatly increased the cost of living and created genuine hardship on the part of public school teachers, including teachers in colleges and universities, and the employees of the State, for whom no general increase of pay has been made in a number of years. Therefore, as a matter of economic justice and fair dealing with these faithful teachers and employees, I recommend reasonably substantial increases or supplements to compensation; and I recommend that such increases or supplements be made effective as of January 1, 1943. Since conditions are unprecedented and unpredictable, it is probably desirable that such increase should be deemed in the nature of a war bonus or supplement, to continue to the end of the year 1944, at which time the next succeeding General Assembly can deal with the matter in the light of circumstances then existing. The Advisory Budget Commission has carefully studied and will recommend an equitable schedule for such increases of pay and I urge the adoption and enactment of these recommendations. . . . .

"Public education is essential for the preservation of a democracy. In keeping with this philosophy we have built up in North Carolina a system of public schools of which we are justly proud. In spite of emergencies, wars and hardships, this program must go on. We shall not make any educational retreat in North Carolina. I, therefore, urge that adequate appropriations be made for our public schools and for our institutions of higher learning. Specific recommendations for those and other appropriations are incorporated in the biennial budget report which will be transmitted to the General Assembly by me within the next few days. Previously in this message I have referred to the urgent need for increase in the pay of our teachers, and this will likewise be embodied in the recommendations of the Budget Commission.

"We have a state public school system, the only truly state system in America. The philosophy and logic of such a system demand that every boy and girl in North Carolina be given equal educational opportunities. Under this system the boy or girl in the most rural or remote section of the state has the same right to educational opportunities as the boy or girl in our largest and richest municipalities or counties. The capacity to pay is not the test. The supplemental local tax is not the answer. We operate on a state basis, and there can be no real justification for difference



in school term or quality of teaching in various sections of the state. We have yet a long way to go educationally in North Carolina and we must climb towards those higher goals together.

"In my inaugural address on January 9, 1941, I made the following statement:

"There should be set up as a goal at least for early attainment a nine months term for all our schools and a twelfth grade for all high schools."

"The Legislature of 1941 set up the machinery and appropriations for the twelfth grade and this is now an established part of our educational procedure, and wisely so. The time has now come in my opinion when we should take the next step and provide a nine months term for every child in every county of the State in our public school system. We are financially able to take this progressive step, both political parties are definitely committed to it, and I strongly urge that this session of the General Assembly make adequate provision for the nine months term. Therefore, such enactment should be on an optional basis so that those communities desiring a nine months term may have it; and with the further provision that any community may by reduction in holidays and by teaching on Saturdays adjust the nine months term to meet local conditions. Full authority likewise should be given to the State Board of Education during the period of the war emergency to order general and, if necessary, extended recesses or adjournments of public schools in any section of the State where the planting and harvesting of crops or other emergency conditions make such action reasonably necessary.

"I recommend that the enforcement of compulsory school attendance be placed under school authorities and that the age limit for compulsory attendance be increased from fourteen to sixteen years.

"A broad program of vocational, health and physical education in our public schools is imperative and I recommend adequate appropriations for such purposes.

"The people of the State by very large majority in the last election adopted a constitutional amendment setting up an inclusive and authoritative State Board of Education. In the course of the debate on this subject I publicly stated that in the event of the adoption of the amendment I would recommend to this General Assembly that certain modifying amendments which were stated in definite terms be submitted to the people for ratification at the next general election. I urge the enactment and submission of such proposal.

"I further recommend that the Legislature pass such enabling legislation as may be necessary in

## 12 Percent of Draftees Have College Education

Draftees in the present war are educationally head and shoulders above their counterparts in the last war, recently compiled figures show. Twelve percent of the present draftees have a college education, as against 5% of college trained men in the 1918 army. While only about 17% of the draftees in the last war had a high school education, over 55% have the same amount of schooling now. The remaining 78% of the draftees in 1917-1918 had only been to grade school or had no education whatever, while at present only 33% of the men who have been drafted fall into this low education group.

pursuance of the school amendment that was adopted at the last election."

## New Interpretation of Federal Stabilization Policies as Applied to Public Employees

In a joint statement, December 26, 1942, the National War Labor Board and the Commissioner of Internal Revenue announced a further interpretation of procedures applying to wage and salary adjustments by state, county, and municipal governments and the agencies thereof. This new interpretation follows:

1. *In all cases where an adjustment in wages or salaries by a state, county or municipal agency is necessary to correct maladjustments, inequalities or gross inequities as contemplated by Executive Order No. 9250, and would not raise salaries or wages above the prevailing level of compensation for similar services in the area or community, the adjustments will be deemed approved without the necessity of filing certificates for the information of the Board or Commissioner.*

2. In all other cases, the state or local agency is requested to take the matter up with the Joint Committee on Salaries and Wages, Department of Labor Building, Washington, D. C. *This Committee, with the approval of the Economic Stabilization Director, has been established by the Board and the Commissioner, and has been authorized to advise state and local agencies in these cases whether or not the particular adjustments are in accordance with the national stabilization policy.* While the Committee in the performance of its functions will not attempt to exercise any legal sanctions, Congress, in the

Act of October 2, 1942, clearly intended that all employers and all employees would be covered by the national stabilization policy and since millions of public employees are engaged in the same kind of work as private employees, *the duty of public employers to conform to that policy is as plain as that of private employers.* The way in which governmental agencies have been cooperating with the Board and the Commissioner to date indicates their desire to discharge that duty to the same extent as is required of non-governmental employers.

In brief, the moral obligation remains for school authorities to observe the federal *stabilization* policies. Where salary adjustments can be made without affecting prevailing rates for the area, schoolboards can go right ahead *without filing the certificates previously required.* Where serious doubts exist as to advisability of salary changes the Joint Committee can be consulted. Its advice is not mandatory.

## Robert St. John Begins New NBC Series Directed Especially to School Children

Robert St. John, NBC war correspondent and news analyst, began a new morning series on NBC Monday, January 4, to discuss the men and women who make headline news and their influence on the lives of average Americans.

To make it possible for school children to hear the programs in their classes, C. L. Menser, NBC vice-president in charge of programs, set 10:00 a. m. EWT, Mondays through Fridays, as the time for St. John's broadcasts.

The new series was developed by Menser from St. John's "Man of the Week" feature in his Sunday series titled "People". The daily program will open with a chatty biography of the news personality of the day, a discussion of his work and problems, and a down-to-earth analysis of their effect on the average listener.

"With this program," said Menser, "we hope to get down to interesting discussions of the basic problems of the war, especially problems that are basic to the home. For instance, I feel we can analyze the food problem as it affects all of us by talking about the man who controls our food supply and his problems."

St. John will speak from Washington. He has been given a wide range in the choice of personalities in all fields of the war effort. A former Associated Press correspondent in the Balkans and author of "Land of the Silent People," St. John recently was transferred to Washington after spending almost a year in London as NBC correspondent.



## COMMISSIONER STUDEBAKER ENUMERATES ITEMS IN WARTIME CURRICULUM

U. S. Commissioner J. W. Studebaker, in a recent address before the Massachusetts Association of School Administrators, enumerated the following nine items which, he stated, should appear on the high school's agenda of wartime curriculum adjustment:

1. *Guidance into critical occupations and services*—to keep youth currently informed concerning the critical manpower needs of the Nation in its Armed Forces and in civilian pursuits; and to guide them into preparation for entrance into such services or occupations.

2. *Basic instruction in mathematics and science*—to increase the number of students pursuing courses in science and mathematics, to improve the quality of scholarship in these courses and to adapt the content of the courses so as to emphasize military and industrial applications.

3. *Physical fitness programs*—to strengthen and redirect these programs so as to make them instruments for helping the largest possible number of high school students to become physically fit for service to the Nation in wartime.

4. *Pre-flight training in aeronautics*—to provide special courses and activities for the preliminary preparation of prospective aviation cadets; and of aircraft maintenance workers.

5. *Military drill*—to provide military drill for all high school boys who desire it, properly conducted under the direction of competent drill masters; in this connection to make high school youth aware of the organization and traditions of the Armed Forces.

6. *Pre-induction training for the Army*—to offer high school boys whose induction into the Armed Forces is in prospect, opportunity to receive pre-induction training definitely geared to the post-induction specialist training courses.

7. *Preparatory training for war production jobs*—to provide to whatever extent is practicable specialized preparatory training for war production industries and for agriculture.

8. *Preparatory training for essential service occupations*—such as nursing, teaching, store service, clerical and secretarial occupations.

9. *Wartime citizenship training*—to strengthen and redirect the English and social studies courses so as to insure an understanding of the meaning of the war, its progress, its problems; together with an acquaintance with important current proposals for world reconstruction after victory has been achieved.

### Number Teachers in Colleges Drop

Even before the 18-19 year old draft cut into the number of students enrolled in institutions of higher education, the number of college and university teachers in the United States dropped 5 per-

### NCEA To Meet March 31, April 1, 2

The annual meeting of the North Carolina Education Association will be held this year in Raleigh on March 31, April 1, 2, Wednesday, Thursday and Friday. These middle of the week dates were chosen by the board of directors of the Association as the meeting time in order that teachers attending will not have to use week-end transportation facilities which are usually crowded.

cent, according to a preliminary report issued today by the United States Office of Education. The drop occurred between the fall of 1941 and the fall of 1942. The report is based on data obtained from approximately one half of the institutions of higher education in the country.

The decrease in men teachers is 7.5 percent, while the number of women teachers employed has increased 1.3 percent.

As a rule, publicly controlled institutions reported sharper cuts in teaching personnel than did those under private control. The decrease for all publicly controlled institutions was 6.3 percent; for privately controlled institutions it was 3.9 percent.

Henry G. Badger and Benjamin W. Frazier, of the Office of Education, who issued the report, also point out that whereas teaching staffs were divided on an equal basis between publicly and privately controlled institutions in 1941, there was a slight tendency upward in the privately controlled group in 1942 because of the greater losses of staff in publicly controlled groups. This fall only 49.4 percent of the teachers were employed by publicly controlled institutions and 50.6 percent taught in those under private control.

### Victory Garden May Be Part of Victory Corps Program

The Victory Garden can become, very easily, an important part of the Victory Corps Program, according to Ralph J. Andrews, recently appointed Victory Corps Coordinator of the State Department of Public Instruction.

"High school students who wish to qualify in the special divisions of Community Service or Production Service," Mr. Andrews states, "may find that a Victory Garden will bring them quite a bit closer to their goal. For example, in Com-

munity Service there is a required program of physical fitness for each student; then the student may select two additional activities from a choice of four. One of these options is part-time work, paid or not paid, in some form of community service. It is quite possible that a well planned, well cared for garden would constitute a very important community service in the war year 1943 and could, therefore, be definitely considered as meeting a requirement for membership in the High School Victory Corps. Thus a girl in (a) home economics who is taking (b) physical fitness work could qualify for membership in the Community Service Division by (c) participating in the Victory Garden Program, subject of course to standards set up by the local city or county Victory Corps Councils. Similarly a boy taking (a) agriculture (b) physical fitness and who is (c) raising a Victory Garden in which production of vital foodstuffs is stressed might very well qualify for the special division of Production Service.

"The Victory Garden program in 1943, there are many reasons to believe, will offer an area of participation of vital importance to almost every Victory Corps member. Every Victory Garden will help to lessen the transportation problem, will release man-hours of production to the raising of foodstuffs for our soldiers and for the starving people of the many countries we must help, and will assist the American family in reducing the cost of living. A truly worthwhile activity for a Victory Corps member!"

### Physically Handicapped Persons Placed in War Employment

During the past few months 415 physically handicapped persons have been trained and placed in direct war employment by the Rehabilitation Service provided by the Division of Vocational Education of the State Department of Public Instruction. At present 280 other persons are now in training and will be employed in war industries as soon as their training has been completed. Employment for approximately 335 others without training has been found.

This training of the physically handicapped for employment in war industries is an effort to fill the needs of our present day life, according to H. E. Springer, Acting State Supervisor of the Rehabilitation Service. "Training in the light of today's war needs," he stated, "has naturally shifted from barbering, shoe repairing, long business and college courses, etc., to aircraft sheet metal, aircraft inspection, engineering drawing, machine tool operation, precision instrument manufacturing, welding, and concentrated business training."

(Continued on page 10)



# STATE SCHOOL FACTS

## Expenditures For Capital Outlay

The term "capital outlay" as used in the classification of school expenditures is used to include the costs of school sites, new buildings and equipment, additions and alterations to buildings, new library books and textbooks, new additional busses, garages and equipment, office equipment, and interest paid on any temporary loans made in financing the cost of these items. In North Carolina the local taxing unit bears the entire cost of capital outlay as defined. Expenditures for the replacement of school busses, books and other equipment, considered as legal from State funds, are not included in the analysis give here.

Table I

This table shows capital outlay payments for the State as a whole for elementary and secondary schools for each of the fiscal years beginning with 1925-26 and ending with 1940-41. The total is broken down into the five parts indicated. Naturally, the greater portion of this total expenditure in each instance is for new buildings and equipment. This amount has var-

and for those units participating in the State rental plan. The amounts shown here, therefore, simply represent the cost of new books paid for out of local funds.

The amounts expended for new trucks, garages and equipment over the period of years indicated follow a pattern in size somewhat similar to that of expenditures for buildings and equipment. Prior to 1933-34, the local units were entirely responsible for the purchase of school busses and equipment, and the classification as to replacement items and new items was not followed as closely as has been the case since 1932-33. This accounts, in the main, for the extreme variance in amounts for these purposes for years prior to that date.

The unusually large expenditure for "office equipment and other" in 1925-26 was no doubt due to the "other" or unclassified expenditures, perhaps even some borrowing of temporary loans including interest. Amounts for these purposes have been more stable since 1937-38.

It will be noted, too, that the interest on temporary loans has practically disappeared. The units

do not follow this method of financing temporarily capital outlay purchases.

Tables II and III

These two tables show for the county and city units the expenditures for capital outlay purposes made during the school year 1940-41. As these tables show, the 100 county units expended a total of \$2,683,604.38, whereas the 71 city units spent \$1,087,291.88 for capital outlay. Depending upon the need and funds available the amounts varied widely within these several units.

Among the county administrative units the largest expenditure, \$117,019.32, was in Guilford County. Only three other county units; Currituck, Gaston, and Hanover, spent more than a \$100,000 for capital outlay purposes during this year.

Only one city unit, Greensboro, expended more than \$100,000 for capital outlay.

Two county units, Jones and Washington, and seven city units Lexington, Lumberton, Monroe, Red Springs, Rockingham, Thomasville and Weldon, reported no capital outlay expenditures at all.

I. CAPITAL OUTLAY PAYMENTS, 1925-26 to 1940-41

Year	Grounds and Buildings	New Library and Text	New Trucks and Garages	Office Equipment and Other	Interest on Loans	Total
1925-26	\$ 8,206,873.03	\$ 89,380.46	\$552,291.28	\$206,350.42	\$.....	\$ 9,054,895.19
1926-27	10,468,082.52	77,349.18	572,395.23	18,699.70	.....	11,135,526.63
1927-28	8,505,752.60	70,080.83	462,854.98	.....	36,065.89	9,074,754.30
1928-29	7,384,231.20	77,054.69	492,585.76	7,022.63	18,892.57	7,979,786.85
1929-30	4,341,614.44	81,222.83	355,506.53	6,761.67	24,045.88	4,809,151.35
1930-31	3,576,444.17	73,635.81	240,225.07	7,463.30	7,133.19	3,904,901.54
1931-32	1,378,527.72	27,555.55	186,833.17	4,014.49	39,791.82	1,636,722.75
1932-33	737,776.44	32,666.89	55,953.07	3,425.69	1,273.40	831,095.49
1933-34	865,646.90	34,811.97	37,581.08	2,554.49	1,814.59	942,409.03
1934-35	3,192,554.28	55,707.31	66,197.08	3,896.84	556.09	3,318,911.60
1935-36	4,074,853.94	57,946.76	173,159.73	4,512.42	2,840.52	4,313,313.37
1936-37	5,708,071.90	64,367.13	139,895.91	4,317.56	1,485.88	5,918,138.38

II. EXPENDITURES FOR CAPITAL OUTLAY, 1940-41, County Units

Unit	For New Construction, Additions and Alterations	For New Library and Textbooks	For Busses and Garages and Equip.	For Office Equipment etc.	Interest on Temporary Loans	Total
Alamance.....	\$ 64,202.55	\$ 3,597.25	\$ 3,218.98	\$ 249.00	\$.....	\$ 71,267.78
Alexander.....	1,294.68	211.14	1,601.52	56.00	30.85	3,194.19
Alleghany.....	5,926.04	.....	1,875.16	.....	.....	7,801.20
Anson.....	14,177.57	309.07	2,552.66	458.53	.....	17,497.83
Ashe.....	900.00	.....	.....	.....	.....	900.00
Avery.....	8,521.70	10.21	2,011.80	121.85	.....	10,665.56
Beaufort.....	5,533.84	318.97	999.58	19.77	38.99	6,911.15
Bertie.....	20,002.88	.....	1,843.34	199.02	.....	22,045.24
Bladen.....	6,665.86	.....	4,051.97	117.49	.....	10,835.32
Brunswick.....	22,206.10	.....	3,543.13	.....	.....	25,749.23
Buncombe.....	36,098.10	10,007.00	4,281.18	728.40	.....	51,114.68
Burke.....	20,601.48	.....	5,946.09	.....	.....	26,547.57
Cabarrus.....	4,834.03	91.22	3,082.24	63.65	.....	8,007.49
Caldwell.....	42,348.56	231.02	2,629.40	.....	.....	45,272.63
Camden.....	5,843.39	.....	2,148.61	.....	.....	8,284.32
Carter.....	7,469.95	169.60	.....	.....	.....	7,639.55
Chatham.....	16,301.95	.....	1,534.56	.....	.....	17,836.51
Cherokee.....	165,253.89	2,306.06	.....	.....	.....	167,559.95
Chickamauga.....	103,711.80	.....	.....	.....	.....	103,711.80
Cherokee.....	103,711.80	.....	.....	.....	.....	103,711.80
Clay.....	994.08	.....	.....	.....	.....	994.08
Crawford.....	.....	.....	.....	.....	.....	.....
Cumberland.....	.....	.....	.....	.....	.....	.....
Darlington.....	.....	.....	.....	.....	.....	.....
Davidson.....	.....	.....	.....	.....	.....	.....
DeWitt.....	.....	.....	.....	.....	.....	.....
Douglas.....	.....	.....	.....	.....	.....	.....
Durham.....	.....	.....	.....	.....	.....	.....
Edgecombe.....	.....	.....	.....	.....	.....	.....
Forsyth.....	.....	.....	.....	.....	.....	.....
Gaston.....	.....	.....	.....	.....	.....	.....
Gibson.....	.....	.....	.....	.....	.....	.....
Guilford.....	.....	.....	.....	.....	.....	.....
Hamilton.....	.....	.....	.....	.....	.....	.....
Hanover.....	.....	.....	.....	.....	.....	.....
Haywood.....	.....	.....	.....	.....	.....	.....
Henderson.....	.....	.....	.....	.....	.....	.....
Hertford.....	.....	.....	.....	.....	.....	.....
Hoke.....	.....	.....	.....	.....	.....	.....
Johnston.....	.....	.....	.....	.....	.....	.....
Jones.....	.....	.....	.....	.....	.....	.....
Lincoln.....	.....	.....	.....	.....	.....	.....
Madison.....	.....	.....	.....	.....	.....	.....
Martin.....	.....	.....	.....	.....	.....	.....
McKenney.....	.....	.....	.....	.....	.....	.....
Mecklenburg.....	.....	.....	.....	.....	.....	.....
Monroe.....	.....	.....	.....	.....	.....	.....
Morgan.....	.....	.....	.....	.....	.....	.....
Murray.....	.....	.....	.....	.....	.....	.....
Nash.....	.....	.....	.....	.....	.....	.....
Northampton.....	.....	.....	.....	.....	.....	.....
Onslow.....	.....	.....	.....	.....	.....	.....
Orange.....	.....	.....	.....	.....	.....	.....
Orford.....	.....	.....	.....	.....	.....	.....
Person.....	.....	.....	.....	.....	.....	.....
Piedmont.....	.....	.....	.....	.....	.....	.....
Pitt.....	.....	.....	.....	.....	.....	.....
Polk.....	.....	.....	.....	.....	.....	.....
Polk.....	.....	.....	.....	.....	.....	.....
Rockingham.....	.....	.....	.....	.....	.....	.....
Rocky Mount.....	.....	.....	.....	.....	.....	.....
Salem.....	.....	.....	.....	.....	.....	.....
Salisbury.....	.....	.....	.....	.....	.....	.....
Sanford.....	.....	.....	.....	.....	.....	.....
Scraper.....	.....	.....	.....	.....	.....	.....
Sevier.....	.....	.....	.....	.....	.....	.....
Shelby.....	.....	.....	.....	.....	.....	.....
Southampton.....	.....	.....	.....	.....	.....	.....
Southwestern.....	.....	.....	.....	.....	.....	.....
Stokes.....	.....	.....	.....	.....	.....	.....
Sumner.....	.....	.....	.....	.....	.....	.....
Talbot.....	.....	.....	.....	.....	.....	.....
Tartan.....	.....	.....	.....	.....	.....	.....
Taylorsville.....	.....	.....	.....	.....	.....	.....
Tenney.....	.....	.....	.....	.....	.....	.....
Tipton.....	.....	.....	.....	.....	.....	.....
Union.....	.....	.....	.....	.....	.....	.....
Van Hook.....	.....	.....	.....	.....	.....	.....
Wake.....	.....	.....	.....	.....	.....	.....
Wake.....	.....	.....	.....	.....	.....	.....
Wayne.....	.....	.....	.....	.....	.....	.....
Yamhill.....	.....	.....	.....	.....	.....	.....
Yamhill.....	.....	.....	.....	.....	.....	.....



### III. EXPENDITURES FOR CAPITAL OUTLAY, 1940-41, City Units

Unit	For New Construction, Additions and Alterations	For New Library and Textbooks	For New Buses, Garages and Equip.	For Office Equipment etc.	Interest on Temporary Loans	Total
Albamarle.....	\$ 5,794.53	\$ 782.95			\$	\$ 6,577.48
Andrews.....	410.32	125.19		53.30		588.81
Asheboro.....	1,000.00					1,000.00
Burlington.....	76,333.76					76,333.76
Canton.....	12,653.16	2,226.02				14,879.18
Chapel Hill.....	3,563.75					3,563.75
Charlotte.....	2,861.09	351.64		95.53		3,308.26
Cherryville.....	37,203.07	9,106.48				46,309.55
Clinton.....	12,384.57	44.60				12,429.17
Concord.....	1,171.42			6.13		1,177.55
Durham.....	1,608.56	391.44				2,000.00
Edenton.....	68,276.99	2,965.87				71,242.86
Elizabethtown.....	3,062.11	529.67				3,591.78
Elm City.....	86,574.26	210.07				86,784.33
Enfield.....	22,149.74	999.10				23,148.84
Fairmont.....	4,759.82	252.35				5,012.17
Fayetteville.....	44,281.38	1,543.99				45,825.37
Franklin.....	1,199.31					1,199.31
Fremont.....	900.00					900.00
Gastonia.....	21,559.16					21,559.16
Glen Alpine.....	2,948.86					2,948.86
Goldboro.....	4,744.88	1,433.84				6,178.72
Greensboro.....	102,620.15	2,472.63				105,092.78
Greenville.....	11,503.40	230.68				11,734.08
Hamlet.....	23,697.41					23,697.41
Henderson.....	7,324.85					7,324.85
Hickory.....	2,865.32					2,865.32
Hickory.....	25,766.67	395.31				26,161.98
High Point.....	6,935.87					6,935.87
Kannapolis.....	3,835.30	100.00				3,935.30
Kings Mt.....	1,931.27	129.13		23.67		2,084.07
Kinston.....	2,434.92					2,434.92
Laurinburg.....	1,985.00	499.19				2,484.19
Leaksville.....	67,198.10	1,803.03		150.00		69,001.13
Lenoir.....	1,874.49					1,874.49
Lexington.....	1,462.67					1,462.67
Lumberton.....						
Madison.....	1,065.93	199.61				1,265.54
Marion.....	2,511.05	900.02				3,411.07
Monroe.....	17,122.85	873.67				17,996.52
Mooresville.....	50,903.33	356.27				51,259.60
Morven.....	2,723.57					2,723.57
Mount Airy.....	8,406.02					8,406.02
Murphy.....	2,252.62					2,252.62
New Bern.....	1,890.03	254.80				2,144.83
N. Wilkesboro.....	10,279.00	220.29				10,499.29
Oxford.....	1,811.52					1,811.52
Pinehurst.....	1,081.33		918.67			2,000.00
Raleigh.....	4,375.23					4,375.23
Red Springs.....	67,407.52	583.80				67,991.32
Reidsville.....	21,616.53					21,616.53
Roanoke Rapids.....	2,578.91					2,578.91
Rocky Mount.....	12,375.06	438.52				12,813.58
Salisbury.....	5,857.20	783.68				6,640.88
Sanford.....	18,343.62	562.54				18,906.16
Shelby.....	82,152.55	206.69				82,359.24
Southern Pines.....	1,676.34					1,676.34
Statesville.....	6,691.81					6,691.81
Tarboro.....	13,580.31	207.23				13,787.54
Thomasville.....						
Tryon-Saluda.....	1,774.02	29.76				1,803.78
Wadesboro.....	2,817.37	537.83				3,355.20
Washington.....	5,881.54					5,881.54
Weldon.....			999.58	48.00		1,047.58
Wilson.....	7,252.11	2,408.94				9,661.05
Wilson-Salem.....	3,427.22	14,230.65		95.99		17,753.86
Total.....	\$1,034,670.75	\$49,387.48	\$2,734.25	\$99.40	\$	\$1,087,291.88

Cleveland.....	16,266.51	2,910.54	918.67	1,570.58	20,995.72
Columbus.....	437.34	321.71	1,570.58		2,007.62
Craven.....	66,473.59	2,500.00	8,393.75		77,467.34
Cumberland.....	107,785.81		1,004.98	206.25	108,997.06
Currituck.....	2,771.50				2,771.50
Dare.....	39,191.03		994.08	371.11	40,566.22
Davidson.....	22,734.26		895.78		23,630.04
Davie.....	12,650.75	4,393.39	175.25	50.00	17,269.39
Duplin.....	50,760.49	898.37	3,709.62	483.56	55,852.04
Edgecombe.....	10,135.87	215.34	1,234.81		11,586.02
Forsyth.....	30,046.87	58.08	2,982.24		33,087.19
Franklin.....	26,247.08	885.55	604.59		27,737.22
Gaston.....	94,298.12	1,776.71	5,152.37		100,227.20
Gates.....	616.26				616.26
Graham.....	591.12	720.76	895.78		2,207.66
Granville.....	19,741.59		1,671.72		21,413.31
Greene.....	32,197.83			57.01	32,254.84
Guilford.....	108,012.74	9,006.58			117,019.32
Halifax.....	49,013.68	18.05	2,789.51		51,821.24
Harnett.....	13,612.18	500.56	1,172.69		15,285.43
Haywood.....	63,301.22				63,301.22
Henderson.....	19,669.90		994.08		20,663.98
Hertford.....	27,474.51	251.08	921.67		28,657.26
Hoke.....	4,154.58	537.29	1,233.51		3,925.38
Hyde.....	8,123.20		281.15		8,411.35
Iredell.....	9,883.69	1,219.84	2,022.16	1.00	15,289.57
Jackson.....	21,697.21				23,719.37
Johnston.....	33,649.73				33,649.73
Jones.....	18,060.80	1,292.10			19,352.90
Lee.....	6,898.75		995.51	12.50	7,906.75
Lenoir.....	3,095.27	412.54	1,104.14		4,612.95
Lincoln.....	14,615.57			24.80	14,640.37
Macon.....	8,058.56				8,058.56
Madison.....	14,673.15		192.37		14,865.52
Martin.....	480.21	165.00		4.19	645.40
McDowell.....	80,508.67	3,478.06	6,964.06		91,074.38
Mecklenburg.....	22,923.91	143.31	1,840.84		24,908.06
Mitchell.....	4,959.17	35.20			5,004.37
Montgomery.....	36,518.45	241.19	3,169.11	112.65	39,928.75
Moore.....	32,309.11		2,887.56		35,196.67
Nash.....	103,428.42		1,999.16		105,427.58
New Hanover.....	8,469.10		6,291.10	457.56	15,217.76
Northampton.....	70,604.77	210.08	2,215.65		73,030.50
Orange.....	12,292.73	483.04	1,912.55	44.34	14,722.66
Pamlico.....	16,420.76	100.00	3,300.87		19,821.63
Pasquotank.....	5,221.64	364.83	2,777.01	104.91	8,468.39
Pender.....	3,162.50	303.10	2,278.09		5,743.69
Perquimans.....	25,593.40		1,936.15	69.30	27,593.09
Pitt.....	34,402.02	227.68			34,629.70
Polk.....	21,116.75	337.96		57.65	21,511.36
Polk.....	7,421.52	312.84	2,982.24		10,716.60
Richmond.....	12,835.14		918.67		13,753.81
Robeson.....	29,838.66	849.89	4,418.61	205.65	35,097.16
Rockingham.....	19,562.24	354.40			19,916.64
Rowan.....	33,417.31	2,000.00	4,819.58		40,236.89
Rutherford.....	17,032.37	451.86			17,484.23
Sampson.....	33,382.00		1,623.93	192.00	35,197.93
Scotland.....	4,678.08	815.00			5,493.08
Stanly.....	17,919.97	673.99	2,557.79	170.00	18,763.96
Stokes.....	11,663.98		999.58	93.73	12,757.29
Swain.....	18,922.60				18,922.60
Transylvania.....	22,586.02	361.71		199.01	23,146.74
Tyrrell.....	118.38	945.09	3,447.67		4,509.14
Union.....	1,624.68		9,113.45		10,738.13
Vance.....	49,039.65		895.78		50,935.43
Wake.....	2,091.01		5,854.33	115.93	7,947.24
Warren.....	86,831.91	286.98		83.70	87,942.59
Washington.....					
Watauga.....	23,055.45		16.98		23,072.43
Wayne.....	55,050.85	1,000.00	4,129.89	539.77	60,720.51
Wilkes.....	1,880.14		1,837.34		3,717.48
Wilson.....	77,886.67	3,901.99	4,041.93		85,830.59
Yadkin.....	9,757.04		994.08	15.00	10,756.12
Yancey.....	71,657.87		1,357.55		73,015.42
Total.....	\$2,425,252.23	\$62,281.77	\$189,123.93	\$678.92	\$2,683,604.38



## Notes (Continued)

(Continued from page 7)

"In these fields," Mr. Springer stated further, "the physically handicapped definitely have a place. Under proper guidance and training their physical handicap need constitute no employment handicap at all; and they perform their tasks in the knowledge that they are not only earning their own living, but at the same time contributing no mean share towards keeping our fighting men at the front supplied with the essentials of war."

Within the last few months more than 5000 physically handicapped men have been referred to the Rehabilitation Service by the State Director of Selective Service. These men are being trained and placed in war industries as rapidly as possible.

### High School Seniors Take College Entrance Examinations

On January 14 an examination was given to about 400 high school seniors throughout the State in accordance with the plan developed by a committee of the North Carolina College Conference. Students who make a passing score on the examination will be admitted to college during the second semester of the session of 1942-43. The examination was given under the direction of the Committee on Admissions of the College Conference with the cooperation of the State Department of Public Instruction.

Students admitted to college must conform to the following regulations:

1. Any student admitted to the examination must have completed at least twelve units of high school work.
2. He should have standing in the upper third of his class.
3. He must be at least sixteen years of age before entering college and must have the recommendation of his high school principal.

The examination consisted of three parts: A Psychological Examination, a General Achievement Test and a Test on Mathematics.

Passing scores on the test are determined by the Admissions Committee of the North Carolina College Conference. The list of those who passed on the examination has been sent to the registrars of the colleges.

### Delivery Date of War Scrapbook Set

Due to the delay in the final delivery of Schools At War materials, it has been necessary to re-adjust

the deadline for the local school exhibits and submission of scrapbooks, it was decided at a meeting of the State Education Committee of the War Savings Staff held in Greensboro on January 13th.

Local schools, it was decided, will hold exhibits and submit their scrapbooks to city and county superintendents on or before February 19. The superintendent in turn will appoint a committee to select the two most representative scrapbooks, one from white schools and one from Negro schools, and mail them to C. H. Robertson, War Savings Staff, Greensboro, N. C., on or before March 1. Superintendents are requested to send Mr. Robertson a list of all schools submitting scrapbooks in order that they may receive the Treasury's Certificate of Service.

These scrapbooks, together with any other special items, such as airplane models, posters, and other illustrative war work will form the State exhibit, for which plans are being made.

The following members of the State Committee were present: Mrs. J. S. Blair, Chairman; C. E. Spencer, State Department of Public Instruction; Mrs. Annie Laurie McDonald, Hickory; Supt. Claude Grigg, Albemarle; Prin. Kate McIntyre, Laurinburg; Mrs. Douglas L. Kelly, Washington; Supt. C. W. Davis, Roanoke Rapids; Supt. Fred Waters, Hendersonville; Supt. H. Bueck, Murphy; Supt. S. G. Chapell, Wilson; Mrs. J. T. Sadler, Tarboro; C. W. Phillips, Woman's College, Greensboro; and R. W. Madry, Director of Publicity, Chapel Hill.

### Chas. H. Warren Writes Supt. Erwin from Africa

Chas. H. Warren, Supervisor of Rehabilitation of the Division of Vocational Education of the State Department of Public Instruction, now a Lt. Col. on leave of absence with the armed forces, wrote Supt. Erwin the following letter very soon after landing in North Africa just before Christmas. This letter is so interesting that Supt. Erwin authorized its release to the readers of the BULLETIN.

DEAR MR. ERWIN,

Finally your promised note is coming into fruition. You have doubtless heard through Stell that we are in North Africa. Eliminating the element of personal danger this experience is proving most educational.

Tall stories in profusion shall be available upon my return. The other day we made a rather lengthy trip that proved most enjoyable. The Arabian Nights were just stories before; now they are real. We were introduced to the Glaoui in person, entertained in exact oriental style and permitted to see the fabulous riches of his various castles.

In one room the intricate carvings and decorations on the walls and ceilings would cost \$500,000 by American standards. The Glaoui is the most powerful man in North Africa. The whole visit still seems like a dream or a chapter of the history of a bygone day.

They even had the gigantic jugs like those of Ali Baba for his forty thieves.

There was the paradox of walking amid palms and orange trees, laden with fruit, and viewing in the distance lofty mountain peaks glistening with perpetual snow. I saw the natives living under conditions and in houses of ancient vintage.

I shall be most interested in having a word from you and from anyone in the Dept. of Education. It is quite impossible to overstate the need for some contact with things back home. In my case, with more to return to, a message or better several letters from members of the Department, will be a joy unparalleled.

There is not a great deal to tell about our situation. The war news would be old by the time it would reach you in any event. After all it does not really matter since the war news comes to you and anything I should write would be just as it affected me as an individual.

The climate here is not unlike that of northern Florida. The natives evidently do not expect any frost since they are planting and cultivating the crops that we normally plant in the spring. There is a definite shortage of milk, fats, sweets and white flour. This affects the children more than anyone else and should be relieved as soon as possible.

We are now back on normal rations despite anything the Germans are reported to be saying. No one has gone hungry for very long and that never to any detriment of his health. You may be interested to hear that the Germans are reporting over the radio here that the population in the U. S. is starving. It is so ridiculous that I feel sure the censor will have no objection to its inclusion here.

Give everyone my best regards and tell them that I am counting the days until I shall be back on the job trying to build rather than tear down the institutions that may help humanity.

Sincerely,

CHAS. H. WARREN



# Education Bills Introduced in 1943 Gen. Assembly

(Annotations from *Legislative Bulletin*, Institute of Government.)

The following public bills relating to public education have been introduced, at the time this BULLETIN goes to press, in the General Assembly now in session.

HB 1. Introduced by Umstead. "To extend the School Term Required by Article IX of the Constitution of North Carolina to Embrace a Total of 180 Days of School." (Would extend the school term to a total of 180 days to every county and district which requests it, but the State Board of Education or the County Board of Education could suspend the operation of schools in any county or school district for all or any part of the last sixty days of the term when the low average in any school does not justify its continuance or where necessity may require it. Allocated funds not used by reason of such suspension to remain in the State Treasury and become a part of the State School Fund for the next succeeding year. School month to consist of four weeks, not less than 20 teaching days, no day of which shall be Saturday except in case of emergency and subject to approval of local committee and superintendent of the administrative unit. To be in effect upon ratification.) Sent to Committee on Education.

SB 3. Introduced by Leary. "To Extend the Minimum School Term Required by Article IX of the Constitution of North Carolina to Embrace a Total of One Hundred and Eighty Days of School." (Would extend school term to 180 days in every county and district so requesting for a uniform nine months term. State Board of Education empowered to suspend operation for last forty days of the term when the low daily average attendance justifies, or when necessity requires. Balance of funds allocated to operate the last 40 days, which was not actually operated as planned, to remain in the State Treasury and become a part of the State School Fund. Compare to HB 1.) Sent to Committee on Education.

HB 12. Abernathy. "To provide a twenty per cent increase in the salaries of the teachers, principals, and superintendents in the public schools of North Carolina." (Salary received by each such person would be twenty per cent more than that to which he would be entitled under the uniform salary schedule existing for biennium 1941-43; to be retroactive beginning January 1, 1943.) Sent to Committee on Education.

HB 15. Caveness and Mosely. "To

provide for sick leave with pay for every teacher or principal in the public school system of North Carolina." (State Board of Education authorized to make provision for sick leave with pay not exceeding ten days of school year, and to promulgate rules and regulations governing the leaves and substitutes necessitated by such leaves.) Sent to Committee on Education.

SB 11. Taylor. "To make appropriations for the maintenance of the State's departments, bureaus, institutions, and agencies, and for other purposes." (The Budget Appropriation Bill for the Biennium 1943-1945 would fix appropriations.) Sent to Committee on Appropriations.

SB 12. Taylor. "To make supplemental appropriations for the State's departments, bureaus, institutions, and agencies, and for the specific purpose of providing a War Bonus for public school teachers and other State employees." (Makes supplemental appropriations. Provides a sliding scale for War Bonus payments, depending on present salaries, for public school teachers and other State employees. It does not apply to persons employed on a part-time or temporary basis or to persons employed in institutional summer schools. Special funds operated out

of federal or private funds may secure the benefits of the War Bonus plan, provided funds are furnished by the sponsor.) Sent to Committee on Appropriations.

HB 20. Stone. Same as SB 12 above.

HB 21. Stone. Same as SB 11 above.

HB 27. Tompkins. "To promote vocational education." (State Board of Education to provide not less than one, nor more than two, vocational education teachers in the high schools in every county of the State; and to provide such a teacher in every training school operated under a county or city unit in connection with a State Institution for the training of teachers, to be paid out of Vocational Education funds.) Committee on Education.

SB 27. Johnson of Halifax. "To amend chapter 25 of the Public Laws of 1941 creating a teachers and State employees retirement system of North Carolina." (New section 2a added making all teachers at any time between July 1, 1938-February 17, 1941, attaining 50 years and with 10 years continuous service as a teacher, members of Retirement System and entitled to credit for prior service and other benefits.) Sent to Committee on Education.

SB 29. Brooks. "To amend the Constitution providing for the organization of the State Board of Education." (After April 1, 1945, general supervision public school system and funds vest in State Board of Education, to consist of Lieutenant Governor, State Treasurer, Superintendent of Public Instruction, and one member from each Congressional District appointed by Governor: Members not all of one political party; to have one or more women; Likewise one or more representatives of agriculture, labor, education, business, finance, and professions. Superintendent of Public Instruction to have general supervision and management; to be secretary of Board. Comptroller appointed by Board, subject Governor's approval as Director of the Budget to manage fiscal affairs of Board. Appointive members subject confirmation by General Assembly in joint session. First appointments from odd-numbered Congressional Districts for 4 years, even-numbered 8 years, thereafter for 8. Vacancies filled by Governor for unexpired terms not subject to confirmation. Governor appoints, with confirmation, members for each new Congressional District created, term corresponding, as above, to odd or even years. Board elects chairman, and vice-chairman. Majority constitutes quorum. Per diem and expenses appointive members to be provided by General Assembly. General election, under usual regulations, nec-

## Committees on Education

### SENATE—

The following were named by Lieut. Gov. Harris to membership on the Committee on Education:

Horton, Chairman, Carlyle, Cherry, Weathers, Brooks, Mathony, Evans, Chaffin, McKee, Farthing, Funderburk, O'Berry, Sanders, Smith, Johnson of Duplin, Eagles, Whitaker, Barber, Wilson, Watkins, Poin Dexter, Brown, Graham, Ruark, Wallace, and Mitchell.

### HOUSE—

Speaker Kerr named the following to the House Committee on Education:

Reynolds, Chairman, Sellars, Burgiss, Blevins, Spruill, Loftin, Stoney, Rutledge, Pritchett, Halstead, Shuford, Paschal, Falls, Ward, Boswood, Smith, Alexander, Quinn, Brawley, Fountain, Lumpkin, Dellinger, Rountree, Hancock, Edwards, Moseley, Turner, Everett, Palmer, Vann, Brown, Tompkins, Wallace, Horner, Rabb, McDougale, Ritch, Burleson, Kermion, Umstead, Askew, Rowe, Burns, Worthington, McDonald, Graham, Uzzell, Price, Moore, Edwards, Gallo way, Richardson, Arch T. Allen of Wake, J. LeRoy Allen of Wake, Jackson, Taylor, and Moore.



essary to pass the amendment, by majority vote.) Sent to Committee on Constitutional Amendments.

HB 69. Arch T. Allen. Same as SB 29.

HB 73. Davis, Rountree, Askew and others. "To amend Section 8 of Chapter 358 of the Public Laws of 1939, as amended by Section 3 of Chapter 267 of the Public Laws of 1941, relating to the allotment of teachers." (Provides that for the duration of the war and for the first school term thereafter, schools having both elementary and high school grades and having 4 teachers or less shall not have a smaller allotment than for the year 1942-43.) Sent to the Committee on Education.

HB 82. Tompkins. "To amend Chapter 25 of the Public Laws of 1941 creating a teachers and State employees retirement system in North Carolina so as to permit the reemployment of teachers and State employees who have retired on account of age." (Reemployment permitted for duration of war and six months thereafter, but no longer. Service retirement benefits to cease during period of reemployment, but no deductions to be made from the compensation of the persons so reemployed, nor is the employer to be required to make any contributions to the Retirement System on their account.) Sent to Committee on Education.

## Suggested School Activities Related to Point Rationing

The activities listed below are meant to be merely suggestive. Each local school can best determine for itself the most effective ways and means of serving it's own community and the nation in the new point rationing program. It is important to remember that schools reach and influence more homes than any other agency. Also they reach many homes not greatly influenced by the press, the radio or other informative agencies. Select and plan a program of activities appropriate to your own school and community situation. Enlarge, abridge or modify the attached list to suit your local needs.

1. Consider the advisability of conducting one or more staff meetings in each school:

- to develop among the staff an understanding of point rationing;
- to plan for faculty and student participation in such activities related to point rationing as may be appropriate in the local school and community.

2. If your local War Price and Rationing Board has appointed a Community Service member, contact him

- to secure additional, current information on point rationing (e. g., copy of

## SUPPLEMENTARY TAXES FOR CURRENT EXPENSE

City Units	Assessed Valuation	Enrollment (a + e) 1941-42	Rate Voted for C. E.	Year Voted	Rate Levied 1942-43	How Used		
						9th Month	Sup. Salaries	Add. Teachers
Albemarle	\$ 10,500,000	2,067	.15	1936	.15	Yes	*Yes	Yes
Asheville	45,440,724	7,962	.25	1935	.2127	Yes	No	Yes
Burlington	22,000,000	4,870	.20	1937	.18	Yes	Yes	Yes
Chapel Hill	5,474,261	1,403	.20	1933	.20	Yes	Yes	No
Charlotte	122,000,000	18,075	.25	1935	.25	Yes	Yes	Yes
Concord	13,300,000	3,226	.10	1936	.10	Yes	No	No
Durham	93,290,296	11,425	.20	1933	.20	Yes	Yes	Yes
Edenton	5,606,438	1,888	.15	1941	.12	Yes	No	No
Elizabeth City	9,000,000	2,838	.16	1941	.16	Yes	No	No
Elm City	2,207,386	1,643	.25	1939	.20	Yes	No	Yes
Fayetteville	18,000,000	4,203	.15	1936	.15	Yes	Yes	Yes
Gastonia	22,000,000	5,571	.18(.10)	(1935)	.14	Yes	*Yes	Yes
				(1940)	.15	Yes	No	Yes
Goldensboro	17,479,093	4,597	.15	1937	.15	Yes	Yes	Yes
Greensboro	85,000,000	10,031	.15	1936	.15	Yes	Yes	Yes
Greenville	11,400,000	3,295	.15	1934	.15	Yes	*Yes	Yes
Hamlet	5,300,000	2,267	.25	1935	.22	Yes	No	Yes
Hendersonville	9,250,000	1,466	.25	1937	.15	Yes	Yes	Yes
Hickory	24,033,635	4,397	.12	1939	.12	Yes	No	Yes
High Point	46,680,936	8,004	.25(.15)	(1936)	.24	Yes	Yes	Yes
				(1942)	.24	Yes	Yes	Yes
Kannapolis	.....	4,972	Donation	1936	Donation	Yes	*Yes	Yes
Kings Mountain	4,139,619	1,782	.20	1937	.20	Yes	Yes	Yes
Kinston	12,575,000	3,569	.15	1938	.10	Yes	No	No
Laurinburg	11,624,444	2,294	.20	1937	.20	Yes	No	Yes
Lenoir	7,500,000	2,184	.27(.15)	(1933)	.27	Yes	Yes	Yes
				(1936)	.125	Yes	No	No
Lexington	11,963,923	3,089	.125	1939	.15	Yes	Yes	No
Lincolnton	4,000,000	1,539	.20	1941	.15	Yes	Yes	No
Lumberton	5,006,642	2,104	.15	1938	.15	Yes	No	Yes
Morganton	9,043,933	2,479	.24(.12)	(1935)	.24	Yes	No	Yes
				(1937)	.15	Yes	Yes	Yes
Monroe	4,407,410	1,438	.15	1936	.125	Yes	No	No
Mooreville	5,801,313	1,757	.125	1937	.15	Yes	Yes	Yes
Mt. Airy	8,572,376	2,565	.15	1936	.15	Yes	No	No
New Bern	9,549,854	3,077	.15	1942	.15	Yes	No	No
Newton	8,269,039	2,012	.20	1940	.18	Yes	No	Yes
N. Wilkesboro	4,900,000	1,082	.20	1933	.14	Yes	No	Yes
Pinchurst	4,561,321	809	.15	1937	.15	Yes	Yes	Yes
Raleigh	62,000,000	9,031	.17	1937	.17	Yes	Yes	Yes
Reidsville	11,000,000	3,255	.10	1936	.10	Yes	No	Yes
Roanoke Rapids	11,901,400	2,901	.50	1933	.50	Yes	Yes	Yes
Rockingham	4,071,154	2,554	.25	1936	.23	Yes	Yes	Yes
Rocky Mount	20,250,000	5,413	.30	1933	.25	Yes	Yes	Yes
Salisbury	23,841,242	3,778	.10	1936	.10	Yes	No	No
Sanford	5,975,000	1,367	.20	1938	.18	Yes	No	Yes
Shelby	9,843,743	3,286	.15	1937	.15	Yes	Yes	Yes
Southern Pines	4,798,635	1,087	.45	1933	.30	Yes	Yes	Yes
Statesville	10,919,491	2,682	.15	1942	.15	Yes	No	No
Tarboro	6,261,780	2,490	.10	1935	.10	Yes	No	No
Thomasville	8,691,327	2,820	.18	1941	.15	Yes	No	No
Tryon-Saluda	2,850,000	1,164	.25	1937	.25	Yes	Yes	No
Wadesboro	4,567,361	1,844	.25	1937	.25	Yes	No	Yes
Washington	9,000,000	2,943	.20	1942	.18	Yes	No	Yes
Wilson	17,650,220	5,035	.20	1938	.20	Yes	Yes	Yes
Winston-Salem	106,500,000	15,016	.20	1935	.15	Yes	Yes	Yes
County Units								
New Hanover	62,000,000	12,200	.20	1936	.20	Yes	Yes	Yes
Scotland	12,133,505	3,853	.20	1938	.20	Yes	No	Yes
Districts								
Aberdeen (Moore)	2,525,148	1,024	.20	1940	.20	Yes	No	Yes
Badin (Stanly)	.....	306	Donation	1939	Donation	Yes	Yes	No
Belmont (Gaston)	9,405,874	2,396	.10	1938	.10	Yes	No	No
Cesar Cone (Guilford)	.....	879	Donation	1939	Donation	Yes	Yes	No
Cliffside (Rutherford)	.....	636	Donation	1942	Donation	Yes	No	No
Cramerton (Gaston)	.....	774	Donation	1938	Donation	Yes	No	Yes
E. White Oak (Guilford)	.....	103	Donation	1939	Donation	Yes	Yes	No
East Spencer (Rowan)	.....	326	.12	1942	+	Yes	No	No
Elkin (Surry)	4,818,985	1,108	.10	1941	.10	Yes	No	No
Farmville (Pitt)	4,081,482	599	.205	1939	.12	Yes	No	No
Henrietta-Caroleen (Rutherford)	.....	1,146	Donation	1942	Donation	Yes	No	No
Lincoln A. (Gaston)	.....	346	Donation	1936	Donation	Yes	Yes	Yes
Lucia (Gaston)	.....	119	Donation	1940	Donation	Yes	Yes	No
McAdenville (Gaston)	.....	239	Donation	1940	Donation	Yes	Yes	No
Mt. Holly (Gaston)	7,922,916	1,301	.12	1940	.12	Yes	Yes	Yes
No. Belmont (Gaston)	2,612,476	695	.10	1940	.10	Yes	No	No
Proximity (Guilford)	.....	736	Donation	1939	Donation	Yes	Yes	No
Spencer (Rowan)	5,100,514	1,078	.12	1938	.10	Yes	No	No
Victory (Gaston)	3,187,069	689	.10	1938	.10	Yes	No	No

\*Special teachers only. †To be levied in 1943-44

NOTE:—Since there is provision for the inauguration during 1942-43 of the twelve year system from State funds, it is assumed that all these units will utilize such funds in the support of the minimum State program as soon as possible and that such funds as have been used heretofore for providing a twelfth year will be used otherwise.

Consumer Declaration, press releases, radio scripts, list of point-rationed foods, the "Volunteer's Manual", the various OPA Bulletins for schools, retailers, wholesalers, etc.)

- to plan ways in which the school can cooperate with the Community Service member in bringing about a general, public understanding and acceptance of point rationing (e. g., community forums, PTA meet-

ings, civic clubs, etc.)

3. If registration for War Ration Book Two takes place in the school building, consider the advisability of such activities as the following:

- Arrange exhibits, posters, displays, etc., on point rationing;
- In cooperation with the local War Price and Rationing Board, arrange for lecture-demonstration instruction of registrants on the date of registration. A



convenient school room may serve as the place for such instruction. Selected teachers, PTA members and OCD volunteers may serve as instructors.

4. Selected staff members and students can build up a valuable file of data on point rationing by clipping appropriate material from current and future issues of newspapers and national magazines. Many of the top circulation national magazines will soon carry important feature articles on point rationing. These clippings may be used as timely instructional materials in various classes and provide basic data for faculty speeches, student themes, etc. Each school will receive the first issue of the OPA Bulletin for Schools and Colleges. Keep it. Use it as a source of current, official information concerning your Government's wartime economic program of price control and rationing.

5. Certain school-wide activities may be utilized to develop an understanding of point rationing

- (a) School assemblies (announcements, skits on buying under point rationing, etc.)
- (b) School newspaper (editorials, feature articles, etc.)
- (c) Bulletin boards (announcements, posters, clippings, etc.)
- (d) Mimeographed material on point rationing may be sent to the homes by the students.
- (e) On some selected day or days every student could have appropriate instruction on point rationing. In the elementary school the first period class or the social studies class might be used for this purpose. In the high school the home room teacher or the social studies teacher might provide the instructions.

6. In various subject matter fields, special activities related to point rationing may be encouraged.

- (a) Home economics classes may prepare and distribute suggestions concerning the nutritional aspects of planning meals using point rationed foods.
- (b) Art classes may prepare posters and charts for displays at school or in community centers.
- (c) Agriculture classes may study point rationing as related to victory gardens and the need for processing foods at home.
- (d) Social studies classes may study the operation of point rationing programs

in other countries and the social and economic implications of point rationing.

The brief bibliography below may be of interest and value to staff members and to more mature students:

1. *Effects of War on British Marketing*. U. S. Department of Commerce, 1942. Page 27ff. Order from Superintendent of documents. 15c. Useful to teachers and advanced students of economics. Excellent account of British wartime economic program, including price control and rationing. British rationing system, here explained, largely on point system.
2. *Point Rationing*. Business Week. December 5, 1942. Page 14-15. Understandable explanations of "point rationing."
3. *Food Rationing: The Time is Now*. Fortune. December 1942. Page 124ff. Calling for national consumer rationing of all foods. Discusses point system briefly. Charts showing relative supplies and demands for certain foods, 1943.

## Budget Appropriation Bill Omits Adult Education

An appropriation for Adult Education is not included in the Budget Appropriation Bill now before the Committee on appropriations of the General Assembly. In his budget request to the Advisory Budget Commission Supt. Erwin asked for \$48,000 annually. It is not known why no appropriation at all was recommended for this work, which has been carried on under the Division of Adult Education of the State Department of Public Instruction.

The first appropriation for adult education was made by the General Assembly of 1937 in an amount

of \$25,000 annually. The General Assemblies of 1939 and 1941 each made annual appropriations of \$30,000 for the support of this work. The program has increased from 4,044 students in 1937-38 to 11,227 in 1941-42, and from 97 to 125 teachers during the same period. A great variety of subjects are taught in these schools, the majority of whom took first aid, literacy and elementary education, and homemaking during 1941-42.

## War Bonus Recommended for Teachers and Other State Employees

Instead of a percentage increase in salaries of public school teachers and other State employees, the Advisory Budget Commission has recommended in The Budget Appropriation Bill which has already been introduced at this session of the General Assembly that a War Bonus be provided.

Under the proposed law this bonus "shall be applied to public school teachers' and other State employees' salaries only as provided in the following schedule:

Annual Salaries up to and including \$400	.....\$ 5.00 per month
Annual Salaries from \$401 to \$899	..... 10.00 per month
Annual Salaries from \$900 to \$3900	..... 15.00 per month
Annual Salaries from \$3900 to \$4500	..... 10.00 per month"

As stipulated, the bonus, if the bill passes as it now reads, will be effective from January 1, 1943 to December 31, 1944. It is further stipulated that the "bonus shall not apply to persons employed on a part-time or temporary basis," nor shall deductions be made from it for the Teachers' and State Employees' Retirement System.

## Average Salaries of Teachers 1940-41, in the States\*

Alabama	\$ 744	Nebraska	\$ 779
Arizona	1,544	Nevada	1,683
Arkansas	592	New Hampshire	1,256
California	2,373	New Jersey	2,119
Colorado	1,372	New Mexico	1,162
Connecticut	1,959	New York	2,591
Delaware	1,628	North Carolina	975
Florida	1,058	North Dakota	722
Georgia	753	Ohio	1,723
Idaho	1,227	Oklahoma	1,046
Illinois	1,773	Oregon	1,373
Indiana	1,470	Pennsylvania	1,640
Iowa	1,035	Rhode Island	1,798
Kansas	1,068	South Carolina	751
Kentucky	843	South Dakota	806
Louisiana	1,019	Tennessee	882
Maine	894	Texas	1,119
Maryland	1,683	Utah	1,408
Massachusetts	2,062	Vermont	981
Michigan	1,698	Virginia	931
Minnesota	1,291	Washington	1,754
Mississippi	568	West Virginia	1,185
Missouri	1,166	Wisconsin	1,405
Montana	1,190	Wyoming	1,129
D. C.	\$2,456	Average U. S.	\$1,470

\*Includes principals and supervisors.

## Cost of Living Up 19.7 Per Cent

Cost of Goods Purchased by Wage Earners and Lower Salaried Workers in Large Cities

	Per- cent In- crease from Oct. 1942	Per- cent In- crease from May 1942	Per- cent In- crease from Nov. 1941	Per- cent In- crease from Nov. 1940
To November 1942 Combined Index	0.7	3.3	8.7	19.7
Components:				
Food	1.2	7.8	15.9	36.7
Clothing	0.1	-0.2	10.7	24.0
Rent	-0.1	-1.8	0.1	3.1
Fuel, electricity, and ice	None	1.2	2.1	5.9
House Furnishings	0.1	1.2	7.0	23.0
Miscellaneous*	0.8	1.5	4.8	10.7

\*Includes transportation, recreation, personal care, household operation, and medical care.  
Source: Bureau Labor Statistics.  
—Decrease.



## New Compulsory Attendance Bill Introduced

In accordance with the recommendation of the Governor, a bill providing for the extension of the age of compulsory attendance at school from 14 to 16 years has been introduced into the General Assembly. The bill also provides machinery for the enforcement of the law by the employment of local directors of attendance within the county and city units and a State Director of Attendance to be added to the staff of the Department of Public Instruction.

In addition to the recommendation of the Governor, this bill has the endorsement of the four organizations uniting on the six-point legislative program of education, as well as the State Federation of Women's Clubs. The bill was prepared by a committee of the NCEA headed by Dr. A. M. Proctor of Duke University.

## What the Schools Should Teach in Wartime

Within the next few days the Educational Policies Commission, Washington, D. C., will release its third statement on educational policy in the light of our nation's needs in time of war. This document reviews briefly the basic policies for dealing with wartime duties in elementary education, counselling, pre-induction training, occupational training, mathematics, science, citizenship, languages, health, physical education, home economics, the arts, college preparation, work experience and character education. 32 pages, 10 cents.

The titles of the two previous statements issued are: (1) *A War Policy for American Schools*, February 1942, 10 cents; and (2) *The Support of Education in Wartime*, September 1942, 10 cents.

## High Schools Provide Obstacle Courses.

As a part of the physical fitness program now being stressed in most of the public schools of the State, several schools have built and are using obstacle courses. The Physical Fitness bulletin recently issued by the U. S. Office of Education includes diagrams of an obstacle course.

A partial list of North Carolina high schools using such courses is the following:

Waynesville, Haywood County  
Brevard, Transylvania County  
Shelby, Cleveland County  
Miller's Creek, Wilkes County  
Canton, Haywood County  
Candler, Buncombe County  
Lafayette, Harnett County  
Cullowhee, Jackson County

# Tar Heel Educators

*By Geraldine Coburn of the North Carolina Historical Commission*

## Charles Duncan McIver, Founder of the Woman's College of The University of North Carolina

The Woman's College of the University of North Carolina in Greensboro, one of the largest colleges for women in the United States, was founded in 1892, through the efforts of Charles Duncan McIver, as the State Normal and Industrial School. Today the college stands as a living memorial to its founder.

McIver, as one might easily guess by his name, was descended from Scottish Highlanders and was born on a farm near Sanford, September 27, 1860, less than a year before the outbreak of the Civil War. His youth was spent doing the usual chores of farm work, but he was fortunate in being able to attend some of the excellent private schools in his neighborhood. In 1877 he entered the University of North Carolina and graduated four years later as an outstanding student.

After graduation, McIver started teaching school in Durham, assisted in establishing the graded schools there, and served as their principal until he resigned to accept a similar position in the schools of Winston. He stayed there only two years, however, before receiving a better position as principal of the literary department at Peace Institute in Raleigh, where he remained until June, 1889. In that year many were awakening to the fact that the State needed better qualified teachers. Petitions and speeches for a normal training school for women were presented to the Legislature, but instead of establishing such a training school, the General Assembly appointed McIver and Edwin A. Alderman to hold teachers' institutes throughout the State. For three years, therefore, from September, 1889, to September 1892, these men spoke on behalf of universal education in every county in the State. They went to every important city and town lecturing and talking to farmers, editors, and politicians. McIver's favorite saying was, "Educate a man and you educate an individual; educate a woman and you educate a home." He believed that women set the foundation of human progress and that the State could better afford to have five illiterate men than one illiterate mother.

After continuous labor and effort by McIver and his associates, the Legislature finally passed a bill setting aside \$10,000 for the establishment of the College for Women and McIver was elected president, a position he held for fourteen years. It has been said that "It is doubtful if any other public institution was ever in so true a sense the product of the unselfish love and labor of one man." Under him the college grew from two or three buildings with ten acres of land to eleven buildings with 130 acres, and it has been growing ever since. Today it is a part of the Greater University and has 45 buildings and a 110-acre campus, confers five degrees for courses in music, liberal arts, sciences, education, and home economics, and has an enrollment of about 2,000 students.

McIver never worked for money or fame but for the service he could render the State. His Alma Mater, in recognition of his fine service in the field of education conferred upon him the honorary degrees of Doctor of Letters and Doctor of Laws. He belonged to any number of clubs, associations, and societies. He was president of the North Carolina Teachers' Assembly and of the Southern Education Association, but establishing the State Normal and Industrial School was his greatest contribution to the State, for here he devoted his life to something which outlasted his lifetime.

After his death on September 17, 1906, Governor R. B. Glenn issued the following proclamation to the people of the State:

"The lifework of Charles D. McIver is ended. For twenty-five years he served his State with fidelity, zeal and efficiency not surpassed in her annals. No one has rendered the State a greater service."

The educational opportunities now afforded the women of North Carolina should be in a large measure gratefully attributed to McIver.



# Laws, Rulings and Opinions

## Supreme Court Decisions

### Gilmore v. Board of Education

(Filed 16 December, 1942)

1. *Master and Servant*—Under the N. C. Workman's Compensation Act, the employer shall pay compensation for death of employee only when the death results proximately from injury by accident arising out of and in the course of employment; that is, the injury causing the death must be of such a character that without it the death would not have occurred.

2. *Same: Master and Servant*—Where the evidence showed that plaintiff, a man of advanced years, who had an enlarged prostate gland, arteriosclerosis, myocarditis, and arthritis, all of long standing, accidentally fell and broke his leg, while working for defendant in the course of his employment, and by proper treatment his leg healed, but plaintiff died some seven months after the accident from arteriosclerosis, myocarditis, and arthritis, all of which may have been aggravated by his confinement while his leg healed. Held: Evidence will not support an award, as it is not sufficient to take the case out of the realm of conjecture and remote possibility.

"The judgment below is reversed."

### Callihan v. Board of Education

(Filed 16 December, 1942)

*Schools—Master and Servant*—A county board of education is the sole employer of one under contract to teach vocational agriculture in a county school, where such teacher's salary is paid in part from funds furnished as a gift to such board by the State and Federal Governments, and, as such sole employer, is liable, with its insurance carrier, under the Workman's Compensation Act, for the death of such teacher from an injury by accident arising out of and in the course of his employment.

"The judgment of the court below sustaining the award is affirmed."

## Suggestions For Filing Priority Applications

Remember the following points when you contemplate filing an application for priority assistance:

- (1) A preference rating certificate does not create new material. It simply takes it away from some other use—perhaps a war plant, a naval ship, an army camp, or a Marine on Guadalcanal.
- (2) There really isn't enough to go around of all the critical materials needed for war production.
- (3) Are you using every piece of equipment to the fullest possible extent? The armed services have set an out-

standing example for the rest of us in utilizing what they had on hand in training our boys for 24 hours around the clock.

- (4) Can a substitute, even if less desirable, be used? Can obsolete or discarded equipment be repaired and brought back into service?
- (5) Is this application stripped to the minimum of critical materials?
- (6) Will this piece of capital equipment help to win the war? If not, wait until we have won before you buy it.

Then when it is necessary to file a PD-1A be sure you take the time to answer each one of the questions on the instruction sheet, so that the need for this purchase will be as clear to the WPB as it is to you. Some of our largest universities and boards of education send in applications without any information as to *why* they need the material. Remember these points:

- (1) Answer all the questions, especially 8 (c-e).
- (2) Always give the latest possible delivery date. Don't move up the date just because you think we are slow. We are going to be a lot faster and tougher from now on.
- (3) Be sure to give the quantity unit cost of each item. When the list will fill more than one form, we urge you to use only one application and say "as per attached list."
- (4) Be certain that you give a full description of the single class of material wanted. Be specific and say "No. 75067 Fairbanks Morse Deep Well Water Pump"—don't just say "water pump;" tell us the manufacturer's name.
- (5) Always tell us *why* you need to purchase this item now during the war.
- (6) Be sure to tell us the name of the supplier whenever possible.
- (7) Don't put more than one class of material on one application. For example, don't ask for a condensate pump on the application for boiler breeching.
- (8) If you are ordering maintenance materials for your own maintenance supply store room, tell us how long that supply will normally last. We can't permit a large institution to acquire a year's supply of critical materials such as copper wire or steel pipe, or boiler tubes, etc. In the case of a smaller school where a year's supply is a reel of 100 feet of copper wire, it would be ridiculous to expect you to order on the basis of a two

or three month's supply. You can see that if we allowed every large educational institution in the country to stow away a year's supply of wire, pipe, etc. that we would be guilty of tying up critical materials which might have helped to bring the war to a close a month earlier.

- (9) If you want to send with your application a letter giving an even more complete picture, that will help also.
- (10) If you need capital equipment because of increased registration, give us those registration figures in terms of number of students per unit of equipment. For example in 1941-42 you had 20 microscopes for 100 students, this year you have 375 students in three shifts of 125 each, and you need one more microscope.
- (11) When you are offering a government sponsored course, be sure to tell us the name of the sponsoring agency and the name of the course.
- (12) Your application will receive even more prompt consideration when you tell us the efforts you have made to avoid filing the application.
- (13) Applications for equipment or material to be used primarily in ESMWT courses should be sent to the U. S. Office of Education first.

From an address by Claude L. Hough of the War Production Board.

## General Metts Rules on Induction of H. S. Students

In a recent letter to Superintendent Erwin in which he replied to an inquiry with reference to the drafting of high school students Gen. J. Van B. Metts, State Director of Selective Service, stated that it is the date of induction which determines the action of the local board in case a boy requests postponement of induction by reason of the fact that he is pursuing instruction in the last half of the school year.

"It is my opinion," General Metts states, "that it is the date of induction which determines the action of the local board in cases where high school students have requested postponement of induction. If the date of scheduled induction is later than the date upon which the second semester has begun, the student would meet the requirement that he is pursuing a course of instruction in the last half of the academic year, as required by paragraph 3 (c) of Local Board Release No. 163, effective November 14, 1942.



## From The Past

### 5 Years Ago

In his February *Bulletin* letter Superintendent Erwin cautions the superintendents, principals, and teachers about fire hazards which often result in the loss of property and calls on superintendents in view of the difficulty of borrowing money, to consider very carefully the amounts and types of insurance carried on school property.

"Seventy-one new departments of vocational agriculture were added in July, 1937, making a total of 371 rural high schools in North Carolina this year in which departments of vocational agriculture are in operation.

"A State-wide Council of Adult Education has been appointed by Governor Hoey.

"The seniors of the Department of Education of Meredith College, accompanied by Professor B. Y. Tyner, made their annual visit to the office of the State Superintendent of Public Instruction last month."—*Public School Bulletin* February, 1938.

### In 1900

"North Carolina had 286,812 native white voters, 54,334 of whom could not read and write, or more than eighteen out of every hundred. There were forty-three counties in North Carolina in which there were more than twenty out of every hundred native white voters who could not read and write.

"In 1900 North Carolina had no town of 25,000 inhabitants. She had only seven towns with a population larger than 8,000. These seven towns had an aggregate population of 96,537 only."—*Facts About Southern Educational Progress*. By Charles L. Coon.

### 40 Years Ago

"In 1903 the average monthly salary of white teachers was \$28.36 and of colored teachers \$22.63.

"There are still 527 houseless school districts to be supplied with houses. There are 508 log houses and scores of old houses unfit for use to be replaced.

"As I have said in another part of this report, we cannot reasonably hope for much improvement in the teachers without an increase in the teachers' salaries.

"The old idea that instruction in the public schools must be confined to the rudimentary branches only, or the three R's, as they were called, was born of the old false notion that the public schools were a public charity. . . . The notion still lingers in the minds of a few that at heart do not believe in the power and rights of the many. It has no place in a real democracy." J. Y. Joyner in the *Biennial Report of the Superintendent of Public Instruction, 1902-03 and 1903-04*.

## A Bill Of Duties

In the final analysis this is not a war of armed forces alone, it is far more than that. It is a war of ideas . . . a war to dominate the thinking and living world for centuries to come.

The important thing is to live the democratic way of life, not just to talk about it, or write about it.

As a guide to democratic living, Melvin Evans, a nationally-known management engineer, has developed a Personal Bill of Duties which we, as American citizens, should adopt to safeguard our Bill of Rights. Here are ten of the points to live by:

1. I will start the day with a sincere purpose and feeling of dynamic goodwill.

2. I will cultivate awareness of "others," their problems and interests.

3. I will be alert and willing to give the other fellow a boost—tactfully—even though this may mean letting him get the credit.

4. I will earnestly and energetically seek the economic and spiritual welfare of my family and myself, and, at the same time, devote a substantial portion of my time to the welfare and interests of those about me.

5. I will be scrupulously honest, sincere and loyal in all my thinking and acting.

6. Whatever I do will be done with all my heart and soul, with a passion for thoroughness.

7. I will cultivate the art of patience under all circumstances, beginning at home.

8. I will devote a definite portion of my time daily to maintaining my vitality at high pitch, through good-health habits: sleep, exercise, fresh air, good eating and drinking.

9. I will tirelessly add to my knowledge, not only that of my job, but also any information that will make me a more effective citizen.

10. Through resolutely following this program daily, I will strive, with God's help, to eliminate completely from my personality: fear, inferiority complex, discontent, worry, anger, hate, jealousy, revenge, shyness, self-consciousness.

## Professional Ethics

(Continued from page 3)

district by which the teacher is currently employed to offer employment to an employee of another school district for any part of a current year, or to make known to such employee that he or she is being considered for such employment unless such offer is made thirty days before the opening of the school year for which such person is to be employed."

## From The Press

*Caldwell County.* Friday evening in the office of county school superintendent C. M. Abernathy, a joint meeting of the Board of Education and Board of County Commissioners of Caldwell County and the Board of Education and city aldermen of Hudson was held to discuss prevention of further fires or disturbances at Hudson School.

*New Hanover County.* Miss Grace Greene, director of adult education in the New Hanover High School, reported that three classes were organized through her department Monday evening. Classes in beginning typing, advanced shorthand, and elementary book-keeping will be offered as soon as class organization has been completed.

*Durham.* Expansion of the physical education program of the city high schools under the new health and fitness plan sponsored by the United States Office of Education was announced yesterday (Jan. 7) by W. F. Warren, superintendent.

*Ashe County.* A meeting of the high school principals will be held at the court house this afternoon (Jan. 7) to discuss transportation problems. The ODT has asked that if possible any bus routes that can, be shortened, without crippling school transportation and attendance.

*Wilkes County.* Wilkes County Board of Commissioners in the January session voted to levy a tax to construct a five-room frame structure as an addition to the Roaring River School plant.

*Asheboro.* The Fayetteville Street School cafeteria, long planned, will be ready for opening on or about January 11, according to Mrs. R. E. Doak, president of the Asheboro Woman's Club, sponsor of the project.

*Randolph County.* The Randolph County Board of Education in a meeting Monday (Jan. 4) deferred the matter of selecting an attorney to replace G. Ed. Miller, who has entered the armed services, until a later meeting.

*Hertford County.* The Hertford County Board of Education at its meeting in Winton, Monday, approved the change of the name of Waters Training School to Calvin S. Brown School, honoring the man who devoted his life work in establishing and building the school in the interest of better Negro education in this area.

*Stanly County.* Although schools in other counties in the State may be forced to close because of the condition of their truck equipment, such will not be the case in this county. Under the supervision of Superintendent James P. Sifford, the school personnel which has been responsible for the care of trucks has done an excellent job of keeping them in good shape. (Editorial.)



C370.5  
STATE DEPARTMENT OF PUBLIC INSTRUCTION

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# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

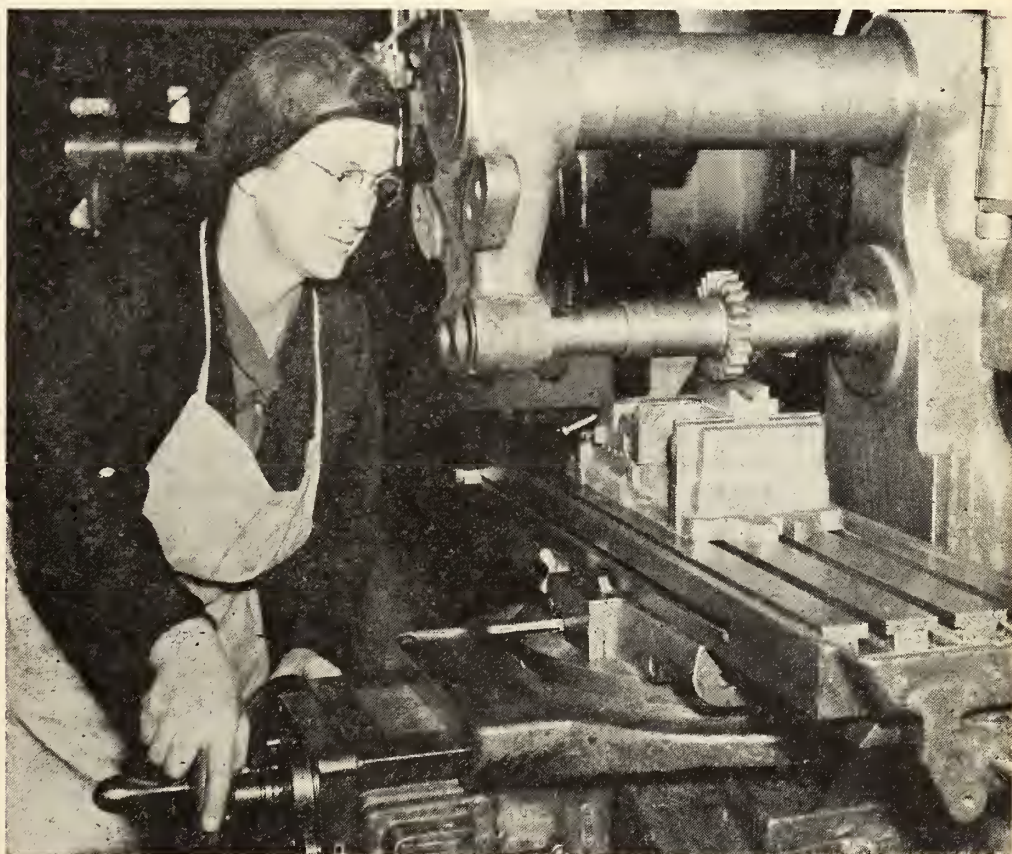
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MARCH  
1943

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Volume VII

Number 7





# In This Issue

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

March 1, 1943

	Page
Superintendent's Letter .....	2
Calendar for March .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Training Within Industry Program is Broadened .....	4
Blue Network Presents Victory Hour.....	4
Victory Corps Program Shows Good Results .....	4
Naval Aviation Open to High School Seniors With Good Scholastic Records ..	4
Essay Contest to be Conducted in Negro High Schools and Colleges .....	5
UNC Offers Correspondence Courses in Math and Physics .....	5
"Keep-Schools-Open" Bill Introduced .....	5
WPTP Employment Statistics (box).....	5
Military Drill Permissive in Victory Corps Program .....	5
OPA Launches Wartime Bulletin for Nation's Educators .....	5
Subject Index for Primary Books Published .....	5
Business Education Bulletin Appears .....	5
Navy Abolishes Liaison Office With High Schools .....	6
Publication No. 235 Printed and Distributed .....	6
High School Students May Enroll for War Production Training .....	6
Superintendent Erwin Endorses 4-H Club Plan for Victory .....	6
High School Boys Building Model Planes (Picture) .....	7
Special Wartime Counselors Suggested ..	7
Florida Governor's Wife Thanks Students for Bath Mat .....	7
Vocational Training Given to 27,641 War Production Workers (box) .....	7
Training Conferences for Special Wartime Counselors Planned .....	7
State School Facts .....	8-9
Notes and Announcements (Continued)	
Wartime Physical Fitness Institutes Being Held .....	10
School Commencements Should be Streamlined (box) .....	10
Private Passenger Cars May Transport Students .....	10
Physical Fitness Bulletin Issued .....	10
Child Care Program Now Being Launched .....	10
Earnings Shown for Students in D-E Program .....	10
Mrs. Douglas Writes Articles .....	11
Superintendent Erwin Reviews Public Education for the Past Year .....	11
Appropriations Made for Public Schools	12
Victory Corps NEWS LETTER Published	12
National Negro Health Week Publications Announced .....	12
Two Superintendents Resign .....	12
Education Bills Introduced in 1943 General Assembly .....	13
Tar Heel Educators .....	14
Laws, Rulings and Opinions .....	15
From the Past .....	16
It's Hard Sometimes (box) .....	16
From the Press .....	16

## To Superintendents, Principals and Teachers:

*The 1943 Victory Garden Campaign is now getting under way. The schools can play an important part in this campaign. The critical food shortage facing the nation at this time makes it even more important that the schools enter actively into the campaign for growing gardens.*

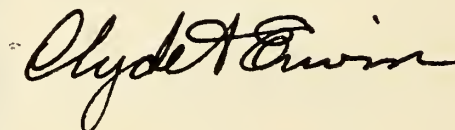
*When we speak of school-directed gardening, we have in mind all those activities through which the schools motivate, teach or supervise gardening. Such gardening may be on the school grounds or on home or community plots. The school-directed gardening program may involve elementary school children, high school children, adults or all three. Then, too, school children should be encouraged to have individual gardens on their home farms.*

*With the rationing program on, it will be advisable and necessary that schools have a garden on the school grounds or on a plot in the community to grow food to be canned for the school lunch program. Plans should be made for the continuation after school closes of the garden project on the school grounds.*

*I have appointed Mr. Roy H. Thomas, State Supervisor of Agriculture, as supervisor of school-directed school gardens of the State. In the local schools agriculture and home economics teachers and principals can give assistance to the school garden program. In some schools the janitor or volunteer garden supervisors or a teacher in the community may direct the garden.*

*I should like to request, therefore, that each superintendent mobilize the entire school force of principals, teachers, and students for the purpose of taking an active part in the campaign for growing gardens at the school, on a plot in the community and on individual gardens at the home farms of the students.*

Very truly yours,



State Superintendent of Public Instruction

## Calendar for March

- 1-31—Red Cross Month
- 3—Alexander Graham Bell's birthday
- 8-13—Girl Scout Anniversary Week
- 15—Andrew Jackson's birthday
- 17—St. Patrick's Day
- 21—First day of spring
- 21-27—Health Week
- 31-Apr. 2—N.C.E.A. Annual Meeting, Raleigh

## Cover Picture

Thirty-one per cent of the total trainees in war production training classes in North Carolina are women. Each day women are taking their place beside men in war plants in this State.

This woman is facing a V-Block on a milling machine in a vocational training class for war production workers, Senior High School, Durham City Schools.



# North Carolina Public School Bulletin

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### Victory Gardens

The food problem confronting the citizens of the United States, it has been said by national governmental officials, is much more acute than most Americans realize. Secretary Wickard of the Department of Agriculture has stressed this point in recent conferences and other representatives of both National and State governments are making an effort through various media to awaken the people to a full realization of the scope and the importance of the problem.

Not only is it necessary that every man, woman and child understand why there are food shortages and why production must be increased; it is VERY IMPORTANT for each to know how he can help meet the situation.

One of the steps suggested is that of getting as many persons as possible to plant and cultivate "Victory" gardens. Of course, a "Victory" garden is not unlike any other garden, except that the garden planted during this wartime period will aid in producing the food that is absolutely necessary for feeding ourselves and our allies and thus becomes a part of the total effort to a final victory for the United Nations. Aside from the victory aspect, a garden of fresh vegetables is worthwhile as a means of acquiring outdoor exercise as well as a means of obtaining an adequate and well-balanced diet.

Principals and teachers can help tremendously in the "Victory Garden Campaign." They can bring the matter to the attention of the children. They can help in the planning of home and school gardens. They can advise where liter-

ature on gardening may be obtained. And they can actually help get the various materials together, plant, and work the garden. An effective garden program should visualize carrying on the project after school is closed for the summer.

The seriousness of the problem should challenge the imagination of teachers and students. Aid may be obtained from the county farm agent, the State College of Agriculture and Engineering, Raleigh, and the U. S. Department of Agriculture, Washington. Write for "Book IV, The Victory Gardens Campaign" from the last named organization. Do it now. It's time to start. Let's raise all the vegetables we can for Victory!

### Ten Outstanding Educational Events of 1942

Sometimes it is interesting to look back over the year closed for the purpose of enumerating the significant events of the year. We find ourselves in this frame of mind today and so the list that follows is presented as the ten most outstanding events of 1942 which relate to public elementary and secondary education. This is an unofficial survey, and you may disagree with ye editor in naming some of these, if you like. They are arranged in no particular order except as they came to mind. Here goes!

1. The launching of the High School Victory Corps.
2. Vocational training of workers for war production purposes, both for industry and agriculture.
3. Increased emphasis on health and physical education for physical fitness.
4. The "Get-in-the-Scrap" campaign and the sale of War Savings Stamps and Bonds by the school children.
5. The launching of the child care campaign.
6. The 1940 report of the Bureau of the Census, revealing the extent of education in the State.
7. The inauguration of the twelfth grade.
8. The passage of the amendment to the Constitution providing for a new State Board of Education.
9. The preparation and distribution of two new publications—one on art, the other on music—to the public schools of the State.
10. The shortage of teachers caused by those leaving the profession to enter the armed

services or to accept employment with higher remuneration in war industries.

### The War and Education

Parents and teachers must stand strong against any attempt to curtail the school program "for the duration of the war." The education of America's children cannot be slighted without permanently disastrous results to America. We must not "sell the day to save the hour." Whatever else must be neglected because of the war, parents and teachers must fight without ceasing against the ignorant claims or the selfseeking clamors of those who would rob the children of their inalienable birthright. They must struggle without ceasing to protect the common ground of their dual endeavor, the schools that built those children into free men and free women, worthy inheritors of life in a free and happy land. They must stand solidly together behind every bulwark they can build to maintain that defense and that inheritance. — National Congress of Parents and Teachers.

### School Papers

From time to time during this school year we have received copies of papers from a number of schools. We must admit that we haven't had time to read them all. We have seen a number of good ones, however, and consequently we wish to take this space for thanking those who have been responsible for sending their school papers to us.

And while our pencil has lead and the space permits, we wish also to commend the boys and girls in our public schools in the work they are doing in getting out the school papers, whether they are mimeographed or printed. We have seen some very attractive and well edited papers issued by the duplicated process. Then, too, there are many printed school papers that compare favorably in content with regular newspapers. We wish that we had space to list them all, but suffice it to say that the experience gained by these boys and girls on the school paper will give them worthwhile experiences and it will assist them in learning English.

Teachers of English and Journalism and others sponsoring school papers, we commend you also. And to those of you who have not had the experience of working with boys and girls in publishing a school paper, we suggest that you use this teaching technique at your first opportunity.



# Notes and Announcements

## Training Within Industry Program Is Broadened

The training within industry program now being carried on throughout the State under the supervision of the Division of Vocational Education of the State Department of Public Instruction under a cooperative arrangement between the War Manpower Commission and the Office of Education has been broadened to include Job Methods Training and Job Relations Training. This program heretofore included only Job Instruction Training.

The training provided by this program provides 10 hours of instruction with pay for the employee on the job; hence, it is called the Training Within Industry (TWI) Program. During the month of January 321 war production trainers were certified in industrial plants in North Carolina as eligible to give the necessary instruction under the TWI Program. Companies holding contracts for critical war supplies are especially favored in the furtherance of this in-plant training program.

## Blue Network Presents Victory Hour

High school principals and teachers who have not already done so may be interested in having their students tune in on the Victory Hour, a Nationwide Office of War Information radio program addressed to the high school students of the United States every Tuesday afternoon from 2:30 to 3:00 EWT over the Blue Network.

Three broadcasts were given during February. For March the schedule is as follows:

- March 2—United Nations: Britain
- March 9—See Here, Private Jones
- March 16—Anchors Aweigh
- March 23—Power Means Manpower
- March 30—The Good Earth

The first program for April will be United Nations: Russia. Themes for other programs will be announced later.

The Educational Services Division of the Office of War Information will welcome examples of especially effective or unique war work on the part of any high school.

News notes concerning such outstanding work and suggestions for Victory Hour program content should be addressed to: Educational Services Division, Office of War Information, Temporary Building "V", Washington, D. C.

## VICTORY CORPS PROGRAM SHOWS GOOD RESULTS

### Conferences Being Held Throughout State

Fifty-one High School Victory Corps planning conferences have been held by members of the State Department of Public Instruction during the past two months with North Carolina superintendents and principals. Methods for developing Victory Corps units were discussed, available literature was exhibited, and ideas and experiences were exchanged during each of these conferences. It was discovered that a relatively large number of high schools in North Carolina had a Victory Corps unit in operation. Many more were actively engaged in intensive study and planning with a view to the early organization of a Victory Corps chapter.

Quite a few schools had already "converted" to a wartime program, when the Victory Corps plan was announced in the fall. Many, however, have accepted the Victory Corps program, not only as an "administrative umbrella" but also because it has been found: (1) to give an opportunity for recognition of outstanding work by student groups, (2) to explain and emphasize, in a manner capable of being understood by high school students, the vital war needs, and (3) it has often tended to motivate further and more intensive work in these areas of National needs.

Approximately sixty high schools are offering pre-flight or elementary aeronautics courses to their more advanced students. These courses, say their teachers, have caused a corresponding increase in

enrollment in mathematics and physics classes. Much interest is shown by the students and teachers in their aviation work and good results are already reported by boys who have taken the tests for entrance into the aviation branches of the armed services. A manager of an aircraft factory has indicated an interest in hiring any graduates of the pre-flight course in the high school near his plant.

An itinerary of twenty-five Institutes for Wartime Physical Fitness is under way. A staff of two to five physical education specialists will travel to the institutes to direct the demonstrations to be held before the high school physical education teachers in each section of the State. The physical education teachers will attend the institute most convenient to the high school where they are teaching.

Approximately forty conferences for Special Wartime Counselors are now being held. In these conferences assistance is being given to those high school teachers who have been given the responsibility in their own schools for the wartime guidance program. New bibliographical materials and new techniques, as well as the older well-tried methods, are being demonstrated and intensive study by teacher groups is being conducted. The United States Employment Service for North Carolina is cooperating closely with the State Department of Public Instruction in all of the counseling conferences.

## Naval Aviation Open to High School Seniors With Good Scholastic Records

The attention of students and school authorities has been directed recently to the Navy's new enlistment program whereby 17-year-old high school seniors may enlist now for aviation cadet training and remain in school until after they graduate.

An interesting feature of this new enlistment program is that applicants must have good scholastic records to be eligible for enlistment. They must be in the upper half of their scholastic class and maintain such a status through graduation. Young men who have already graduated from high school and who have not yet reached their eighteenth birthday, are also eligible, provided they graduated in the upper half of their class. If they are currently attending college, they must be in the upper two-thirds of their college class. School authorities and Navy men alike be-

lieve this new scholastic requirement will serve as an incentive for students to work harder and make better than average grades, thereby better preparing themselves for Naval training.

The inducement to students is a year's training leading to commissioned-officer status in the Naval Reserve or the Marine Corps Reserve. This year of training at colleges, pre-flight schools and Naval Air Stations is estimated by the Navy to be the equivalent of a \$27,000 education. With all young men probably facing military service after graduation from high school, this opportunity for officer pilot training in the Naval Reserve is expected to prove attractive to many students. Detailed information in regard to this Navy enlistment plan has been furnished all superintendents and high school principals.

In the interest of the war effort, the Navy has requested school authorities to keep their students informed on this new program.



## Essay Contest To Be Conducted in Negro High Schools and Colleges

For the tenth year the National Tuberculosis Association is conducting, in Negro High Schools and Negro Colleges throughout the nation, an Essay Contest on the control of tuberculosis. The contest is sponsored in this State by the North Carolina Tuberculosis Association and is open to all bona fide students of high schools and colleges.

Any president of a college, principal of a school, or member of a faculty, who will sponsor the contest locally should write to the State Office of the North Carolina Tuberculosis Association for information concerning subjects, rules, literature for reference and prizes that are offered.

## UNC Offers Correspondence Courses in Math and Physics

The University of North Carolina is one of nineteen institutions selected by the U. S. Government to offer correspondence courses in Mathematics and Physics as a part of the Engineering, Science and Management War Training program. These non-credit courses should prove of interest and help to those who wish to contribute to the war effort by becoming teachers, or better teachers, of Mathematics and Physics. There is no charge for the instruction, the only cost to the student being that for the texts and postage in connection with mailing assignments for correction. Full information may be secured by addressing Bureau of Correspondence Instruction, University Extension Division, Chapel Hill, N. C.

## "Keep-Schools-Open" Bill Introduced

It's a "keep-the-schools-open" bill; and if this theme is stressed to Congressmen and Senators, it may have a more favorable end than Federal-aid-to-education bill S. 1313.

The Bill would authorize an appropriation of \$200,000,000 for teachers salaries to be apportioned among the states for payment of teachers to keep the schools open, employ additional teachers, raise substandard salaries of teachers, and adjust teachers salaries to meet the rising costs of living.

A second provision of the Bill would authorize \$100,000,000 to equalize public school opportunities among and within the states.

The very first section of the proposed measure makes clear that "no department, agency or officer of the United States shall exercise any supervision or control over any school or state educational agency." In other words, the Bill reaffirms the principle of local control of public schools.

## WPTP Employment Statistics

The following statistics show persons trained through the War Production Training Program who were employed in certain selected war industries during the period October 1, 1941 to February 1, 1943.

Industries and Product	No. Employed
Wright's Automatic (Machine Tools), Durham, N. C. ....	167
Edwards Company, (Airplane Parts), Sanford, N. C. ....	92
N. C. Shipbuilding Co., (Ships), Wilmington, N. C. ....	1,010
Norfolk Navy Yards, (Ships), Portsmouth, Newport News, Va. ....	1,729
Glenn L. Martin, (Bombers), Baltimore, Md. ....	987
<b>TOTAL</b> .....	<b>3,985</b>

## Military Drill Permissive in Victory Corps Program

The Victory Corps bulletin issued by the U. S. Office of Education recommends that military drill (1) be voluntary on the part of the school and individual students (2) be given as an additional activity and not as a substitute for the physical fitness program, and (3) be carried on only if a qualified person is in charge.

Due largely to this third recommendation, only a few schools in North Carolina have put in a special program of military training. Then, too, very few schools have been able to offer both physical fitness and military drill; and since physical fitness is required, it is offered instead.

The following schools, however, have or are making provision for military drill: Durham, Central (Charlotte), Kinston, New Hanover, (Wilmington), Candler (Buncombe), Lincolnton, Goldsboro, Morganton, Rutherfordton, and most of the schools in Wilson and Cumberland counties.

## OPA Launches Wartime Bulletin for Nation's Educators

A special publication for teachers and school administrators entitled *OPA Bulletin for Schools and Colleges* was announced recently by Dr. Walter D. Cocking, Chief of the Educational Services Branch, Department of Information, Office of Price Administration.

"It is our purpose," asserted Dr. Cocking in the January 1943 issue, "to incorporate in this bulletin content material, bibliographies, ref-

erences, news items and other materials which will aid schools and colleges in developing a necessary wartime educational program."

"Specifically," he continued, "this bulletin will contain basic information on price control, rent control, and rationing. It will also include suggestions for school use and information of interest and importance to school officials, and the general public on these matters."

Recognizing the need for developing a two-way flow of information between the OPA's educational office and schools and colleges in the field, Dr. Cocking invited educators to send in reports of their wartime educational programs related to price and rent control, and rationing.

## Subject Index for Primary Books Published

Children, teachers, and librarians can now find, through a new SUBJECT INDEX TO BOOKS FOR PRIMARY GRADES, by Eloise Rue, recently published by the American Library Association, price \$2.50, the exact location of information on some 1,500 subjects common to the curricula of elementary schools throughout the country. The materials indexed and graded are found in some 500 books, about half of which are readers and half trade books. The 500 books are those with a definite subject content that are commonly used by children from pre-school through the third grade.

The compiler was assisted in selecting the books indexed and the subjects of the curriculum brought out by five specialists in elementary education and three library specialists.

The *Subject Index to Books for Primary Grades* is based on the compiler's earlier *Subject Index to Readers*, grades 1-3. More than half of the readers and all of the trade books indexed are new books, not analyzed in the earlier publication.

## Business Education Bulletin Appears

An 18-page mimeographed bulletin entitled "Business Education News and Views" appeared from the Division of Instructional Service of the State Department last month. Clyde W. Humphrey, professor of business education at Meredith College, who is now assisting the Department in the preparation of a new course of study in business education, is editor of this bulletin.

Under "Greetings, Business Teachers", Dr. J. Henry Highsmith, Director of the Division of Instructional Service, gives the purpose of creating this bulletin as "In order to provide a systematic medium for periodically disseminating busi-



ness education news and views of and to North Carolinians."

Some of the titles of articles in this first number of "B-E News and Views" are the following: Your Fourth Semester Shorthand Class, Business Students Needed to Help Win the War, A Test for Your Students, Improvement of Instruction in Typewriting, North State Briefs, and Consumer Education.

Copies of future issues of "B-E News and Views" will be sent to those making request that their names be added to the mailing list. Such requests should be written to the Editor, Clyde W. Humphrey, State Department of Public Instruction, Raleigh, N. C.

## Navy Abolishes Liaison Office With High Schools

The Navy Department recently announced that it will no longer maintain an office to act as a liaison agent with the secondary schools. This office has now been abolished and the limited supply of materials still available has been transferred to the U. S. Office of Education.

The program sponsored by the Navy Department has been that boys planning to enter naval service were advised to include sound instruction in mathematics and physical sciences in their courses of study. Since this information has now been widely publicized among the schools of the county, the Navy Department felt that the liaison office should be abolished.

Teachers and administrators who want to secure information heretofore furnished by that office should now address their requests to the Office of Education, Washington, D. C.

## Publication No. 235 Printed and Distributed

Publication No. 235, *A Suggested Twelfth Year for the North Carolina Public Schools*, originally issued in mimeograph form as an experimental edition, has now been printed and distributed to county and city superintendents for the use of teachers and principals.

This publication represents the work of a large number of persons representing the colleges, local school systems of the State, and members of the Department of Public Instruction.

The bulletin, which comprises 293 pages, is divided into two parts: Part I states the objectives of the program and discusses such administrative problems as pupil progress and guidance; Part II deals with various aspects of the curriculum for elementary and secondary schools.

According to Dr. J. Henry Highsmith, Director of the Division of Instructional Service who headed up the Central Curriculum Com-

## HIGH SCHOOL STUDENTS MAY ENROLL FOR WAR PRODUCTION TRAINING

### Training Now Being Given in Thirty-five N. C. Cities

Provisions have been made whereby high school students in schools having vocational training for war production workers who are interested may avail themselves of the opportunities offered in the war production training program.

The questions and answers given below are intended to acquaint school officials with the conditions that should be met by those who desire training for war industries.

1. May high school students enroll in War Production Training classes? (Ans. Yes.)
2. Are both girls and boys allowed to enroll? (Ans. Yes.)
3. What should be the age of students who enroll? (Ans. Girls 17 yrs. and older, boys 17 yrs. only.)
4. Why should not boys 18 and 19 years of age enroll? (Ans. Because most boys 18 and 19 years of age are most likely to be inducted into service before any work period could be served in industry.)
5. From which class in school should students be selected? (Ans. From the senior class only, and normally from the group in their last semester.)
6. Should the students signify willingness to work in a war industry? (Ans. Yes, the students must have as their objective taking a job in a war industry after completing the training.)
7. Should students receive credit for the training? (Ans. These courses are well organized and have the approval of the State Department of Public Instruction. Credit should be allowed the students who do satisfactory work; however, the question of credit is

for the local school officials to decide. The main purpose of the course is to prepare workers for war production industries, and this should be the only objective for enrolling in this course.)

8. How many hours daily should a student attend? (Ans. In most cases 4 hrs. daily.)
9. What will it cost the student to enroll? (Ans. Not anything, unless it is necessary to have a textbook, which he should arrange to buy for himself.)
10. Will these war production training courses meet pre-induction course requirements of the High School Victory Corps? (Ans. These courses will meet pre-induction requirements *only* for the Production Service Division of the Victory Corps. In this case it will serve as a trade and industrial education course for persons who are planning to enter a war production industry. It should not be used as pre-induction training for entrance to the armed services.)

Vocational training classes for war production workers are now in operation in thirty-five cities and towns in North Carolina, as follows: Albemarle, Asheville, Burlington, Charlotte, Canton, Durham, Elizabeth City, Fayetteville, Gastonia, Goldsboro, Greensboro, Greenville, Hendersonville, Hickory, High Point, Kinston, Leaksville-Spray, Lexington, Marion, Morganton, Mount Airy, North Wilkesboro, Pembroke, Raleigh, Rocky Mount, Salisbury, Sanford, Scotland Neck, Statesville, Sylva, Thomasville, Washington, Wilmington, Wilson, Winston-Salem.

mittee which prepared it, "This bulletin is designed to be of particular assistance to administrators and teachers. Under the new set-up more time will be available in which to accomplish that which is expected in the elementary school."

Copies of the publication are available from the Division of Publications, State Department of Public Instruction, Raleigh, at 25 cents each.

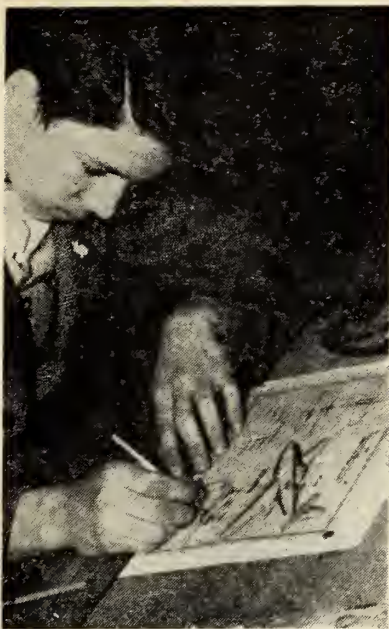
## Superintendent Erwin Endorses 4-H Club Plan for Victory

The 4-H Clubs of the State under the direction of L. R. Harril, State Club Leader, are now in process of enlisting the help of as many boys and girls as possible in the selection and conduction of at least one food production or conservation project. This mobilization of the approximately 500,000 rural youth

of the State has as its objective "the production of enough food by the club members in each county to feed the men in the armed services from their county." The immediate goal is to enlist "150,000 boys and girls, or 50% of the eligible youth in 4-H Club work in each county, in production and conservation projects."

"I heartily endorse this program of getting our rural boys and girls interested in producing and conserving food in this time of crises," stated Superintendent Clyde A. Erwin. "I not only consider it a patriotic duty for your youth to engage in such activities; I believe that the time consumed by boys and girls in such activities will benefit them personally and at the same time provide much needed additional food. I strongly urge, therefore, the teachers and principals of the State to bring this important matter to the attention of all pupils in the public schools."





**High School Boys Building Model Planes**

Thirty-seven schools are participating in building model planes for the Army and Navy. Four thousand planes have been completed. Five hundred American models are being made for Camp Butner, near Durham, N. C., to be delivered by March 1. The goal for this State is 8,000. This is not a play project; it is a real production job for the Army and Navy.

## Special Wartime Counselors Suggested

To provide immediate responsibility for the first-named objective of the High School Victory Corps Program, *Guidance into Critical Services and Occupations*, a letter was recently sent to all high school principals of the State by Dr. J. Henry Highsmith and T. E. Browne, co-directors of the High School Victory Corps Program named by Supt. Erwin, suggesting that they "appoint the best qualified member of your staff to serve as a special wartime counselor." "Where possible," it was stated, "this counselor should be given one or more periods each day to see that this program functions."

Plans are now being made, it was further stated, by Mr. S. Marion Justice, Supervisor of Occupational Information and Guidance, to hold a number of one-day (6-hour) training conferences for these special wartime counselors. The duties of these counselors will be as follows:

1. Assume responsibility for the preparation of adequate individual pupil inventories.
2. Be responsible for regular collection and dissemination of occupational information about the armed services, war production training and job opportunities, and essential community services.
3. Counsel individually with pupils about their preparation for and likely participation in the war effort.
4. Work with the other teachers in securing their cooperation and efforts in doing the above three things.
5. Develop and maintain contacts with community agen-

cies e. g., nearest office of U. S. Employment Service, in order to secure information on a local basis about important war services.

6. Assist principal and Victory Corps advisors in the guidance and selection of pupils for special war emergency courses and for the various divisions of the Victory Corps.

## Florida Governor's Wife Thanks Students for Bath Mat

Mrs. Spessard L. Holland, wife of Florida's Governor, recently wrote a letter to Kathryn Gabbard and Pauline Abernethy thanking them personally for the bath mat which they wove on the loom at the Westmont School in Hickory and which was presented to Mrs. Holland at the Governor's Conference held in Asheville June 21, 1942, when objects from the art departments of

a number of North Carolina schools were presented as favors to the wives of the governors attending the conference.

The mat which Mrs. Holland received was 24x30 inches in size and one of the three contributed by the art department of Westmont School, it is learned from Mrs. W. R. McDonald, teacher of art for that school.

"I am still remembering and enjoying the lovely gift I received from you," wrote Mrs. Holland in her letter to the two girls. "Since you may not know that I chose the green bath rug you made," she continued, "I thought you would be interested to know that we are using it in the Governor's Mansion."

"Our whole family loves North Carolina. We have spent summers in Asheville, Waynesville, some time in Highlands, and also on a farm, Parker's Farm, at Speedwell, near Sylva. You have such a beautiful State; you must be very proud of it."

## Vocational Training Given To 27,641 War Production Workers

For the two and a half years prior to January 1, 1943, a total of 27,641 persons were trained by the Division of Vocational Education, State Department of Public Instruction, through its War Production Workers Program. Pre-employment training was given to 21,991 persons and 5,650 took supplementary training courses, it is stated by J. Warren Smith, Director of the Program of Vocational Training for War Production Workers.

## Training Conferences for Special Wartime Counselors Planned

A series of training conferences, each lasting one day, has been planned by the Department of Public Instruction concerning the appointment and training of special wartime counselors. Five have already been held in Winston-Salem, Pilot Mountain, Salisbury, and two in Asheville. The schedule for March (the April schedule will be announced later) is as follows:

- March 1—Sylva
- 2—Spruce Pine

(Continued on page 10)



# STATE SCHOOL FACTS

## Outstanding School Indebtedness

Long-term indebtedness as used in this discussion includes obligations incurred in the main for erecting and equipping school buildings and financed through the issuance of bonds, county or district, and notes to the State evidencing borrowed money. The repayment of these obligations is made over a period of years by the levy of taxes on property. In school budgeting this levy is for the debt service fund. In a subsequent paper this fund will be discussed.

The appraised value of school property, on the other hand, has increased. In 1928-29 the value was \$107,856,892; in 1940-41 it was \$121,239,237, or \$13,382,345 greater. As the table shows, this increase has not been constant. Between 1932 and 1935 when building activities were almost at a standstill, the value of property decreased. Since 1936 there has been some increase in the value of school property, due largely to the stimulation engendered by the use of Federal Funds.

Table I

This first table shows the long-term indebtedness for schools, the appraised value of school property, the taxable property valuation, the per cent indebtedness is of school property, the per cent school indebtedness is of taxable property, and the per cent school property valuation is of taxable property for each of the years indicated.

School indebtedness, as this table shows, has decreased each year from 1928-29, when the total was \$71,564,179.50, to 1940-41, when it was \$58,741,007.00. This makes a total net decrease of \$12,823,172.50

The relation of school indebted-

I. LONG-TERM INDEBTEDNESS FOR SCHOOLS

Year	Total Long-Term Indebtedness	Value of School Property	Taxable Property Valuation	Per Cent Indebtedness of School Property	Per Cent Indebtedness of Taxable Property	Per Cent School Property of Taxable Property
1928-29	\$71,564,179.50	\$107,856,892	\$2,973,606,401	66.4	2.4	3.6
1929-30	71,115,648.00	110,421,315	2,991,992,698	64.4	2.4	3.7
1930-31	70,699,363.00	112,930,371	2,983,395,105	62.6	2.4	3.8
1931-32	70,094,260.12	111,113,316	2,832,771,181	63.1	2.4	3.9
1932-33	68,518,780.50	100,937,712	2,728,100,658	69.2	2.5	4.0
1933-34	67,570,563.60	101,547,717	2,744,888,434	66.5	2.5	3.8
1934-35	66,570,563.60	101,547,717	2,744,888,434	65.6	2.5	3.8
1935-36	65,570,563.60	101,547,717	2,744,888,434	64.6	2.5	3.8
1936-37	64,570,563.60	101,547,717	2,744,888,434	63.6	2.5	3.8
1937-38	63,570,563.60	101,547,717	2,744,888,434	62.6	2.5	3.8
1938-39	62,570,563.60	101,547,717	2,744,888,434	61.6	2.5	3.8
1939-40	61,570,563.60	101,547,717	2,744,888,434	60.6	2.5	3.8
1940-41	58,741,007.00	121,239,237	3,107,992,698	56.6	2.4	3.7

III. INDEBTEDNESS FOR SCHOOLS, CHY UNITS, 1940-41

ness to taxable property valuation is shown in the second per cent column. It will be noted that this relationship has not varied over .6 of one per cent during the entire period, the range being from 2.4 per cent during the first four years indicated to 3.0 per cent from 1934-35 to 1936-37. For 1940-41 school indebtedness was 2.5 per cent of the total taxable property valuation.

There has been some decrease in the valuation of taxable property, as table I shows, but in recent years this valuation has been almost identical from year to year. This fact in relation to a gradual increase in school property valuation accounts for the slight increase in the per cent school property valuation is of taxable property valuation.

Tables II and III

These two tables show for the school administrative units the total school indebtedness, the value of school property, the per cent school indebtedness is of school property valuation, the 1940 taxable property valuation, the per cent school indebtedness is of tax property valuation, and the amount in school sinking funds.

II. INDEBTEDNESS FOR SCHOOLS, County Units, 1940-41

Unit	Total Indebtedness	Value of School Property	Per Cent Indebtedness of School Property	Taxable Property Valuation 1940	Per Cent Indebtedness of Taxable Property	Amount in School Sinking Funds
Alamance	\$ 444,450	\$ 1,098,236	40.5	\$ 19,184,481	2.3	\$ 3,386
Alexander	124,300	362,200	34.3	7,542,000	1.6	
Alleghany	1,930	143,550	1.3	3,891,719	.05	
Anson	310	354,308	.1	8,736,243	.0	
Ashe	300	399,272	.1	3,250,000	.01	
Avery	116,300	388,500	30.0	4,212,975	2.8	
Beaufort	119,825	546,030	22.0	14,575,154	3.7	650
Bertie	122,650	619,400	20.0	10,269,937	1.2	
Bladen	436,811	600,700	72.7	10,584,107	4.1	43,886
Craven	408,650	371,555	110.0	8,699,978	4.7	
Currituck						
Chatham						
Cherokee						
Chowan						
Cleveland						

As these tables show, there is a wide variance in the outstanding school indebtedness among the administrative units. Among county units the range is from \$300 in Ashe County to \$2,115,000 in Buncombe. This wide variance among the units is also evident as to value of school property. Consequently, the per cent that school indebtedness is of school property valuation covers a wide range, from .1 of one per cent in Anson and Ashe Counties to 181.4 per cent in Craven County among county units and from .5 of one per cent in Morven to 87.2 per cent among city units.

In this connection, it should be pointed out that in those units where the per cent is over 100, the indebtedness covers funded current debt extending over a period of years in addition to indebtedness for the acquisition of additional school property. This may be true also for some of those units having a per cent of indebtedness in relation to school property below 100, but simply does not show this fact since the per cent is below 100.

The average per cent of school indebtedness of school property value is 46.9 in county units and 50.4 in city units.

III. INDEBTEDNESS FOR SCHOOLS, CHY UNITS, 1940-41



### III. INDEBTEDNESS FOR SCHOOLS, City Units, 1940-41

Unit	Total Indebtedness	Value of School Property	Percent Indebtedness is of School Property Valuation	Taxable Property Valuation	Percent Indebtedness is of Taxable Property Valuation	Amount in School Sinking Funds
Albemarle	\$ 200,000	\$ 362,750	55.2	\$ 10,968,532	1.9	\$
Andrews	50,000	114,000	43.9	2,800,000	1.8	6,100
Asheboro	95,000	255,450	37.2	5,778,236	1.7	
Asheville	2,500,000	5,170,727	48.3	45,333,853	5.5	
Burlington	332,000	862,153	38.5	18,000,000	1.8	24,200
Canton	277,118	516,385	50.7	5,479,270	5.0	
Chapel Hill	118,750	275,300	43.1	4,504,140	2.6	26,226
Charlotte	2,084,500	4,149,084	50.2	110,000,000	1.9	
Cherryville	76,500	186,500	41.0	2,273,472	3.4	
Clinton	42,000	131,000	32.1	2,173,000	1.9	
Concord	119,000	722,000	16.5	12,936,000	1.5	
Durham	1,299,391	3,836,745	33.9	36,168,272	2.6	
Edenton	79,000	272,500	29.0	3,000,000	4.6	
Elizabeth City	416,000	614,000	67.8	9,100,000	5.4	
Elm City	80,500	223,197	36.1	1,500,000	5.4	
Enfield	6,800	109,720	6.2	2,043,276	3.3	
Fayetteville	29,325	261,000	11.2	1,439,695	2.0	
Franklin	570,000	634,000	82.0	14,000,000	3.7	18,500
Fremont	11,600	328,200	3.6	2,500,000	5.5	
Gaston	43,000	174,400	24.7	2,139,668	2.0	
Glen Alpine	567,000	1,588,366	35.7	20,900,000	2.7	
Goldsboro	24,000	106,730	22.6	1,350,000	1.8	27,898
Greenville	461,500	696,536	66.3	15,561,000	3.0	
Hamlet	267,850	3,184,940	81.9	84,052,761	3.1	
Henderson	295,650	305,200	54.5	5,300,000	2.7	5,905
Hendersonville	337,500	611,336	48.4	6,800,000	4.3	17,502
Hickory	228,000	386,972	87.2	7,623,191	4.4	
High Point	2,119,791	874,736	26.1	16,000,000	1.4	53,000
Kannapolis	66,000	2,654,200	79.9	38,000,000	5.4	
Kings Mt.	116,190	492,400	13.4	14,000,000	5.4	
Kinston	310,807	207,700	55.9	3,800,000	3.1	
Laurinburg	150,000	700,400	44.4	12,000,000	2.6	
Leaksville	293,700	206,442	72.7	4,033,980	3.7	11,168
Lenoir	136,000	791,150	37.1	12,067,733	2.4	
Lexington	304,000	469,800	29.0	7,541,510	1.8	10,844
Lincolnton	111,750	387,650	51.7	11,513,170	2.6	
Lumberton	190,000	281,000	38.9	4,100,000	2.7	51,000
Madison	63,450	201,250	78.8	4,721,547	4.0	
Marion	107,000	369,850	31.5	2,400,000	2.6	
Monroe	95,150	221,000	43.1	4,275,800	2.2	
Mooreville	94,550	271,000	34.9	4,997,180	1.9	
Morganton	145,650	377,000	38.6	7,836,540	1.9	
Morven	250	53,900	5.5	875,806	.03	
Mount Airy	157,500	475,000	33.2	8,000,000	2.0	29,376
Murphy	11,250	117,050	9.6	1,300,000	2.0	
New Bern	157,000	268,700	58.4	6,900,000	2.3	
Newton	101,000	281,900	35.8	7,572,177	1.3	
N. Wilkesboro	46,000	144,350	31.9	4,800,000	9.9	
Oxford	122,000	196,150	62.2	3,700,000	3.3	32,257
Pinehurst	16,350	103,240	15.8	4,600,000	4.4	
Raleigh	1,625,507	2,701,764	28.9	57,668,916	2.8	113,697
Red Springs	62,000	214,600	60.2	868,438	7.1	11,200
Reidsville	384,500	708,000	54.3	11,000,000	3.5	
Reno	332,000	615,461	54.0	10,466,012	3.2	
Rockingham	139,200	541,600	25.7	4,285,220	2.3	
Rocky Mount	469,000	1,099,284	42.6	20,462,040	2.3	21,410
Salisbury	640,500	1,181,389	54.2	22,211,823	2.9	
Sanford	106,000	259,500	40.8	5,455,172	2.0	
Shelby	379,053	576,423	65.8	8,800,512	4.3	
Southern Pines	22,250	174,875	12.7	3,600,000	2.8	1,400
Statesville	279,000	421,438	66.2	10,493,457	2.2	9,200
Tarboro	170,800	310,030	55.1	5,800,000	2.9	22,801
Thomasville	164,000	635,000	26.1	8,440,127	3.0	
Tryon-Saluda	81,750	143,200	57.1	2,555,056	3.0	4,160
Wadesboro	78,000	371,700	21.0	4,500,000	1.75	
Washington	162,000	767,715	26.2	7,185,382	2.1	
Weldon	61,250	233,700	26.2	2,285,240	2.5	15,631
Wilson	423,000	574,818	73.6	16,676,430	2.5	29,550
Winston-Salem	3,450,809	5,692,842	60.6	98,500,000	3.5	
Total	\$27,277,772	\$54,114,498	50.4	\$983,319,634	2.8	\$593,223

\*Estimated

Asheville	450,000	86,946	19.2	21,027,823	3.2	5,800
Asheboro	669,500	146,105	21.8	15,000,000	3.2	
Chatham	216,895	418,007	48.3	2,663,283	1.2	
Cherokee	28,972	108,300	28.6	3,972,803	1.3	
Chowan	48,800	119,590	41.6	1,624,351	2.3	
Clay	37,704	792,433	32.8	18,267,526	1.4	
Cleveland	260,107	1,055,075	36.5	18,800,000	2.1	
Columbus	384,943	420,300	181.4	6,206,010	12.3	36,640
Craven	762,567	751,562	67.7	10,677,000	4.8	6,600
Cumberland	109,054	450,560	24.4	4,250,983	2.6	
Currituck	109,930	55,267	37.0	2,655,817	2.1	
Dare	721,045	1,054,800	68.4	17,225,231	4.2	
Davidson	132,900	481,280	27.6	10,906,246	1.2	
Davie	496,404	669,720	74.1	15,437,476	3.2	
Duplin	421,655	703,200	31.5	40,831,728	1.5	
Durham	839,659	227,700	27.1	8,801,634	2.6	
Edgecombe	718,000	1,684,650	42.5	73,283,125	1.0	
Forsyth	216,000	799,150	27.0	9,300,000	2.3	
Franklin	717,525	1,571,100	45.7	58,026,528	1.2	
Gates	117,775	273,234	42.8	5,411,628	2.2	
Gaston	67,860	217,300	31.2	6,306,073	1.1	
Graham	213,300	513,020	41.6	12,385,149	1.7	
Greene	647,905	30,397	30.9	6,574,616	3.0	
Guilford	1,356,500	1,862,459	72.3	50,347,239	2.7	
Halifax	48,796	662,853	7.4	15,481,616	3.3	
Harnett	578,584	1,547,700	37.4	24,289,000	2.4	
Haywood	292,678	641,870	45.6	16,059,548	1.8	35,187
Henderson	742,783	715,846	96.4	14,452,019	5.0	
Hertford	164,850	398,000	41.4	9,762,490	1.7	30,789
Hoke	108,075	264,597	40.8	7,164,066	1.5	18,336
Hyde	30,397	120,825	25.2	3,737,192	.8	
Iredell	239,460	654,325	36.6	17,609,363	1.4	10,240
Jackson	45,440	344,800	13.2	7,700,000	.6	
Jones	74,000	2,352,468	66.5	30,000,000	5.2	345,054
Lee	186,600	410,800	24.3	3,900,000	1.9	
Lenoir	124,959	398,750	31.3	6,270,894	3.0	
Lincoln	130,000	428,750	30.7	10,412,148	1.2	
Macon	76,525	148,600	51.5	9,805,376	1.3	
Madison	87,950	508,500	17.3	5,428,130	1.4	
Martin	277,950	602,350	46.1	7,539,100	1.2	13,500
McDowell	203,700	396,663	51.2	12,200,000	2.3	14,527
Mecklenburg	601,754	2,017,521	29.8	35,908,010	1.7	
Mitchell	85,360	368,037	23.2	6,630,323	1.3	
Montgomery	554,700	705,900	78.6	13,938,402	4.0	
Nooke	324,450	660,795	49.1	12,767,614	2.5	25,000
Nash	220,500	940,120	23.4	17,376,179	1.3	
New Hanover	1,885,000	1,885,000	40.9	56,150,583	1.3	111,129
Northampton	250,852	440,110	39.2	5,615,882	2.4	
Onslow	160,900	313,366	29.2	8,800,365	1.7	
Orange	150,400	360,845	44.4	11,170,287	1.4	
Pamlico	66,179	158,550	104.2	3,650,000	4.6	
Pasquotank	29,450	188,245	15.7	4,988,229	.6	
Pender	345,320	392,575	34.4	8,300,000	1.6	
Perquimans	255,325	614,910	41.5	5,658,314	1.8	1,950
Person	338,525	197,300	30.6	10,750,000	2.4	42,612
Polk	243,750	1,105,800	170.1	24,520,570	9.4	
Randolph	342,575	143,400	37.2	2,592,883	2.0	
Richmond	116,350	706,500	16.5	12,125,991	.9	26,786
Robeson	491,250	1,014,426	48.4	23,676,856	2.1	70,231
Rockingham	781,050	708,864	110.2	39,032,267	4.1	
Rowan	834,450	1,619,844	69.2	39,348,444	2.1	24,940
Rutherford	1,194,012	1,725,400	69.2	22,600,000	5.3	
Sampson	437,065	680,385	64.2	16,001,498	2.7	
Scotland	181,410	181,410	13.5	16,001,498	2.7	
Stanly	227,850	1,034,645	22.0	13,031,468	1.7	
Stokes	124,900	492,389	25.4	9,364,858	1.3	
Surry	205,825	771,367	26.7	18,000,000	1.1	
Swain	92,947	337,440	27.5	5,700,000	1.6	
Tennessee	110,000	281,270	39.1	5,119,979	2.1	
Tyrrell	26,000	99,600	26.1	2,464,538	1.1	
Union	216,430	950,575	22.8	11,397,996	1.9	4,100
Vance	107,000	524,028	20.4	9,900,000	1.1	
Wake	1,131,219	1,867,735	60.6	24,539,319	4.6	157,140
Warren	83,461	468,050	17.8	9,049,327	.9	
Washington	233,600	356,000	65.6	6,241,117	3.7	16,700
Wayne	94,814	305,782	31.0	7,750,000	1.2	
Wilkes	466,000	824,950	56.5	14,799,332	3.2	
Wilmington	137,660	503,250	27.3	10,249,253	1.3	
Wilson	520,893	858,965	60.6	10,081,379	5.2	
Yadkin	181,650	423,270	42.9	7,459,961	2.4	
Yancey	47,875	244,250	19.6	4,497,405	1.1	
Total	\$31,463,235	\$67,247,739	46.9	\$1,403,085,891	2.2	\$1,268,222



## Notes (Continued)

(Continued from page 7)

- 3—North Wilkesboro
- 4—Greensboro
- 5—Greensboro (Negro)
- 8—Rocky Mount
- 9—Weldon
- 10—Ahoskie
- 11—Edenton (Negro)
- 12—Elizabeth City
- 15—Rocky Mount (Negro)
- 16—Plymouth
- 17—Greenville
- 18—Greenville (Negro)
- 19—New Bern
- 22—Raleigh
- 23—Kinston
- 24—Wilmington (Negro)
- 25—Wilmington
- 29—Goldsboro (Negro)
- 30—Raleigh (Negro)

### Wartime Physical Fitness Institutes Being Held

The Department of Public Instruction and the University of North Carolina are cooperating in holding demonstration institutes in Wartime Physical Fitness in the public schools throughout the State. Institutes were held during February in Greensboro, Elizabeth City, Greenville and Wilmington. The schedule of institutes for March is as follows:

#### White:

- Chapel Hill—304 Woolen Gymnasium, March 2.
- Winston-Salem—Reynolds High School, March 3.
- Raleigh—Needham Broughton High School, March 4.
- Asheville—Lee H. Edwards High School, March 9.
- Morganton—Morganton High School, March 10.
- Boone—Appalachian High School, March 11.
- Fayetteville—Fayetteville High School, March 23.
- Charlotte—Central High School, March 24.
- Shelby—Senior High School, March 25.

#### Negro:

- Durham—Hillside High School, March 1.
- Winston-Salem—Atkins High School, March 4.
- Raleigh—Washington High School, March 5.
- Asheville—Stephens-Lee High School, March 8.
- Morganton—Olive Hill High School, March 12.
- Elizabeth City—P. W. Moore High School, March 15.
- Greenville—C. M. Eppes High School, March 16.
- Charlotte—Second Ward High School, March 18.
- Greensboro—Dudley High School, March 19.
- Fayetteville—E. E. Smith High School, March 22.
- Shelby—County Training School, March 26.

### School Commencements Should Be Streamlined

"School commencements, especially rural schools where distances are greater, should be streamlined as much as possible," it is announced by State Superintendent Clyde A. Erwin.

Superintendent Erwin stated that he had been informed by the Office of Price Administration that gasoline may be used by participants in graduation exercises, by faculty members, and by members of the family of the graduating parties, if they ride along with those who are eligible to attend. The OPA also ruled, Supt. Erwin stated, that a baccalaureate sermon held as a part of graduating exercises may be considered a religious service, and that persons may use their basic ration for the purpose of attending such service, if there are no alternative means of transportation available. Only participants and faculty members may drive to attend class day exercises, he stated further.

"As to declaration, recitation and glee club contests, the OPA has ruled that the teacher or coach of such contests may drive his car to such contests and may take other persons with him.

"These rulings are based upon the interpretation that occupational driving includes driving in pursuit of a regular or recognized course of study.

"I hope very much that all school officials will cooperate in every way possible in conserving gasoline during this National Emergency by conforming to these rules and by streamlining their graduating exercises as much as may be practicable."

### Private Passenger Cars May Transport Students

A Certificate of War Necessity is not required for a private passenger automobile used in transporting students between their homes and school by a person driving between his home and school, even if compensation is paid, the Office of Defense Transportation pointed out on January 13.

Station wagons and suburban carryalls used in the same manner do require a Certificate of War Necessity, however.

The memorandum also advised that a Certificate is required for a utility sedan built for both business and pleasure. Since this type of vehicle has only front seats, the rear being empty back to the trunk, a Certificate is required because the construction of the sedan is primarily for the purpose of transporting property.

Certificates also are required for light trucks, such as panel delivery trucks, the use of which is confined strictly to the transportation of persons, because such vehicles, due to their seating capacities, do not qualify as private passenger automobiles.

### Physical Fitness Bulletin Issued

"Physical Fitness through Physical Education for the Victory

Corps," a pamphlet outlining the physical training aspects of the national wartime physical fitness program for high school boys and girls, has been released by the U. S. Office of Education. A companion pamphlet on physical fitness through health education will be issued soon.

The proposed program reflects a wartime change in the aims of physical education, and will require a major adjustment in administrative planning and time allotment in high schools.

The pamphlet is a detailed guide for teachers and administrators involved in the new program. Two chapters are devoted to descriptions of exercises and activities recommended as most helpful in developing the desired skills. Diagrams drawn from life illustrate the text.

Copies of this publication may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., at a charge of 25 cents.

### Child Care Program Now Being Launched

Applications are now being filed for Child Care Services in Fayetteville, Cumberland County, Scotland County, Laurinburg, Greensboro, Guilford County, Durham and Cherry Point in Craven County, it is learned from W. F. Credle, who has been appointed as administrative head of the program for North Carolina.

The Child Care Program is planned to take care of children two to six years of age whose mothers are or will be employed in war industries and whose fathers are in the armed services. It is financed by Federal grants under the Lanham Act.

To assist Mr. Credle in the administration of the Program Supt. Clyde A. Erwin has appointed Miss Etta Sledge, Miss Dora Coates, and Mrs. Mildred B. Poole as specialists in child care and extended school services for these war created "orphans." These women are now engaged in assisting the local communities which have military establishments or war industries in making surveys and in establishing child care schools under the direction of the school authorities.

"Schools have already been established for Wilmington and Jacksonville," Mr. Credle stated, "and applications for these services will be filed for other areas just as soon as they have been surveyed."

### Earnings Shown for Students in D-E Program

The sum of \$26,509.70 was earned by 340 students enrolled in Distributive Education Cooperative Programs during the months of Sep-



tember, October and November, 1942. These 155 boys and 185 girls devoted 99,383 hours at an average of 27 cents an hour to the work under this program for the period of time specified.

Programs are in 15 high schools of the State and the Farmers Federation, Asheville. The 15 schools with the enrollment in each are as follows: Burlington 31, Asheville (Lee Edwards) 48, Hickory 17, Shelby 21, Fayetteville 13, Rocky Mt. 21, Winston-Salem, (Hanes) 30, Winston-Salem (Reynolds) 10, Greensboro 17, Charlotte (Technical) 21, Charlotte (Harding) 16, Salisbury 20, Raleigh (Needham Broughton) 12, and Goldsboro 35.

The largest amount earned by any one school was Goldsboro, where the 13 boys and 22 girls at an average hourly rate of 29 cents earned \$3,134.29, an average of \$89.55 each during the three months or nearly \$30 per month.

## Mrs. Douglas Writes Articles

The lead article in the February number of the *Library Journal*, national library bulletin edited by Bertrine E. Weston, New York, was written by Mrs. Mary Peacock Douglas, State School Library Adviser, of the North Carolina Department of Public Instruction. Mrs. Douglas also has an article in the January-February number of *The High School Journal*, published by the Department of Education, University of North Carolina, Chapel Hill.

The title of Mrs. Douglas' article appearing in the *Library Journal* is "On This Foundation—Freedom," written especially for the AMERICA MONTH NUMBER of that publication. In this article Mrs. Douglas traces the American documents of freedom, beginning with the Mayflower Compact, and on through the Declaration of Independence, the Constitution of the United States, including the immortal writings of Washington, Lincoln, Wilson on up to the Roosevelt and Churchills' Atlantic Charter.

The article is written primarily for librarians, yet school teachers, especially teachers of social science, will find many helpful suggestions including the names of a number of outstanding books and other printed materials portraying the foundations of the American way of life.

The article by Mrs. Douglas appearing in *The High School Journal* also concerns the library. It is entitled "The Library in the High-School War Program". In this article she points out the way in which school libraries may help in the promotion of the *High School Victory Corps Program* now being organized in the public high schools of the State. The suggestions presented by Mrs. Douglas follow the eight objectives which the Victory Corps attempts to promote.

## SUPERINTENDENT ERWIN REVIEWS PUBLIC EDUCATION FOR THE PAST YEAR

### Shows That Schools Are Being Shaped To War Needs

In a recent article prepared for the press, State Superintendent Clyde A. Erwin, reviewed public education in North Carolina in its specific relation to the War Effort. This review follows:

The General Assembly of 1941 made provision for the establishment of a twelve year program. During the latter part of that year and the beginning of 1942 a study of the entire instructional program was carried on with the view of introducing the twelve year system during the school year 1942-43. This program started in the fall, and is now in operation. It is expected that it will be fully established within four years.

#### Physical Fitness

Just prior to the beginning of the year 1942, immediately after Pearl Harbor, a number of the leaders of public education in the State met with and at the request of Governor J. Melville Broughton and initiated an Emergency Program of Health and Physical Education as a required course for boys and girls enrolled in the last two years of high school. This program got under way early in the year.

Some of the results and success of this program can now be indicated:

Approximately 40,000 boys and girls were given medical examinations. Nearly 20,000 were given dental examinations. More than 90,000 were enrolled for physical education courses. The following numbers enrolled in health and safety education classes: nutrition, 37,597; first aid, 43,311; communicable disease, 26,092; and safety, 37,688.

As a result of the medical and dental examinations, it was found that a very large percentage had defects. Among 13,814 examinations, the following percentages were found: Dental defects, 85%; Defective vision, 16%; Hernia, 2%; Diseased tonsils, 14%; Underweight (10%), 16%; Overweight (10%), 7%; Heart Abnormalities, 1.5%; Tuberculosis (10,408 boys), 17 cases; and Wasserman tests (6,757), 41 positives.

Corrective work has been or is now being done to correct these defects.

This program has been expanded during the present school year with the inauguration of the High School Victory Program. A course in Health and Physical Education is now required for all first year high school students under the twelve year system, with the recommendation that schools continue to offer the Physical Fitness Program to boys in the upper grades during the War.

#### Physics and Mathematics

In keeping with suggestions made by military authorities, special emphasis is being placed upon

physics and mathematics as a part of their preparation for military services or work in war industries. Refresher courses in mathematics will be offered high school boys early in 1943.

#### Social Studies

Within the social studies field, the public schools have felt their responsibility in making democracy a real experience in the classroom. The international situation, however, has brought to the fore the importance of teaching youth the American way, including the various periods in the growth of democratic government in this country. Emphasis is placed upon factual information, with pupil participation in the cooperative planning and executing of school work.

#### Vocational Education

The War greatly accelerated the interest of the people of North Carolina in the program of vocational education. Already, prior to Pearl Harbor, defense programs had been inaugurated in those schools equipped with shops for trades and industries. Out-of-school rural youth and adults were being given courses looking toward their becoming more efficient producers of agricultural crops.

When War came, however, these defense programs were expanded and enlarged. The department of trade and industrial education was given the added obligation to organize and direct a special program for training workers for the essential war industries. The department of home economics gave greater emphasis to instruction and improvement of food habits, nutrition, conservation of food, and the better utilization of all materials of food and clothing in connection with the National Emergency. In the department of distributive education emphasis was shifted from teaching techniques of salesmanship so as to increase sales to teaching store workers how to meet situations which have arisen because of price ceilings, shortages and rationing, and to aid in keeping customer morale on a high plane. The activities of the department of occupational information and guidance have been greatly enlarged because of the need of youth for guidance in the adjustment of their educational careers to the demands of the War. Rehabilitation services have also expanded to take care of the increased need of training of physically handicapped persons, many of whom have found employment in war industries or in the replacement of those who have entered the armed services. During this year also the NYA Education Program was operated until July, when it was combined with the program for training war production workers.



## Libraries

School libraries have participated actively in the War by making currently significant material available, by stimulating interest in war information, by engaging in salvage campaigns, first aid classes, the Victory Book Campaign and other programs. Boys and girls have been more conscious of the significance of the various school programs in connection with the War Effort as a result of the school library participation.

## Adult Education

While adult education in North Carolina is basically a literacy movement, the War naturally is having its effect on the courses and subjects taught. Courses in first aid, practical and home nursing, and nutrition are being offered to hundreds of adults anxious to meet wartime requirements for civilians. Through short courses many persons are given the training necessary for employment created by the Emergency. In some instances young men eligible for the Service are given refresher courses in science and mathematics prior to their induction. The number of students increased from 7,573 in 1940-41 to 11,227 in 1941-42.

## High School Victory Corps

To constitute a framework for all these activities on the part of high school students and to stimulate further participation by more students, the High School Victory Corps Program was initiated on a State-wide basis during the month of December. An additional staff member has been employed by the Department of Public Instruction to assist the various schools in the organization of High School Victory Corps.

## Other Activities

In addition to this wartime emphasis that has been given to the instructional program of the public schools, I wish to point out the part that teachers and students have taken in the various campaigns sponsored by the National Government. During the spring and summer the teachers volunteered their services in gas and sugar rationing. The sale of war savings bonds and stamps has been greatly stimulated by both teachers and pupils throughout the year. The success of the "Get-in-the-Scrap" campaign was due very largely to the persistent efforts of school children in locating and collecting old iron, rubber, and metal of all kinds.

In my opinion, the public schools are meeting the challenges as they are presented on every front. As we pause at this point to take stock, I review the situation with a great deal of pride in the fact that they have not failed. I look to the future with hope and confidence that they will continue to measure up to their responsibilities in meeting the needs of a wartime situation, if such exists; but rather that they will continue to train boys and girls to follow peacetime pursuits in ac-

## Appropriations Made for Public Schools

The Budget Appropriation Act for the Biennium 1943-1945 includes the amounts set forth here under the years 1943-44 and 1944-45. In paralleled columns are estimat-

ed expenditures for the year 1942-43 and the requests made by Supt. Erwin for 1943-44 on the present basis plus 15% and the cost of the ninth month.

	Estimated Expenditures 1942-43	Supt. Erwin's Request 1943-44	Appropriation Act 1943-44	Act 1944-45
1. Support of the Public Schools	\$29,628,695	\$37,835,453	\$37,062,874	\$36,203,704
2. School Buses		650,000	650,000	650,000
3. Vocational Education	710,000	811,111	919,055	850,119
4. Industrial Rehabilitation	10,000	12,000	10,000	10,000
5. Industrial Arts		50,000		
6. Adult Education	30,000	48,000		
7. Textbook Commission	423,000	400,000	200,000	200,000
Total	\$30,801,695	\$39,156,564	\$38,841,909	\$37,913,823

cordance with the ideals and purposes for which the public schools were established in this democratic Nation.

## Victory Corps NEWS LETTER Published

To stimulate interest in the Victory Corps plan, and to supply information about worth-while projects and achievements concerning the North Carolina Program, a NEWS LETTER, No. 1, January 1943, has been published by the Department of Public Instruction. Ralph J. Andrews, Victory Corps Coordinator, is editor of the NEWS LETTER.

In a signed editorial Mr. Andrews says, "This NEWS LETTER was prepared because many of you have asked for an opportunity to exchange ideas and experiences of proven value to you for techniques which have been successful in Victory Corps work in other schools of North Carolina."

The first number of the NEWS LETTER, comprising 18 mimeograph pages, includes articles with the following titles: Physical Fitness through Physical Education, Obstacle Courses for Physical Fitness, Victory Corps Song, Education for Victory, Victory Garden, Basis for General Membership in the Victory Corps and Victory Corps Information Sheet.

## National Negro Health Week Publications Announced

DATES: Sunday, April 4, to Sunday, April 11.

OBJECTIVE: "Health on the Home Front—Victory on the War Front"

- (1) **NATIONAL NEGRO HEALTH WEEK BULLETIN**—Illustrated, 9x12 inches (approximate); 4 pages; russet ink on India enameled paper; containing plan of organization, daily schedule, and helpful suggestions.
- (2) **NATIONAL NEGRO HEALTH WEEK POSTER**—Illustrated, 9x12 inches (approximate); black ink on cherry cardboard.

(3) **NATIONAL NEGRO HEALTH WEEK SCHOOL LEAFLET**—Illustrated, 8x10 inches (approximate); black ink on salmon paper; with rules for Poster Contest, special features, and daily schedule of events.

(a) When ready for distribution, a limited quantity of free copies of each publication will be sent directly to local Health Week Committees, and organizations, institutions, and interested persons of record on the Health Week mailing list. Additional free copies, if available, will be supplied on request with statement of need and use for them.

(b) There will not be enough free publications to meet the demand. Additional copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at following prices per 100: BULLETIN — \$1.50; POSTER — \$1.00; and LEAFLET — \$0.50.

**FREE COPIES**—Send requests to the National Negro Health Week Committee, U. S. Public Health Service, Washington, D. C. See (a) above.

**SALES COPIES**—Send orders, with remittance, direct to the Superintendent of Documents, Government Printing Office, Washington, D. C.

## Two Superintendents Resign

Two county superintendents have resigned since the beginning of the year. Supt. Frank B. Aycock, Jr., Superintendent of the Currituck County Schools resigned about the first of February to go into the armed services, in which he held a reserve commission. E. C. Woodard, principal of the Mayo High School, succeeded him as superintendent.

On March 1, Supt. W. T. Crutchfield of the Tyrrell County Administrative Unit resigned to go into private employment. W. J. White, who formerly taught in the public schools of Tyrrell, succeeded Mr. Crutchfield as superintendent.



# Education Bills Introduced in 1943 Gen. Assembly

(Annotations from *Legislative Bulletin*, Institute of Government.)

The following public bills concerning public education have been introduced in the General Assembly of 1943 since the last number of this publication went to press.

SB 54. Horton, Johnson of Duplin, Evans, Carlyle.

"To amend the school machinery act of 1939, to provide for a nine months school term." (As indicated, but State Board of Education or administrative unit with approval of State Board may suspend operation of any school for as much as 60 days when the low average daily attendance justifies suspension necessary. All schools served by same school busses shall have same opening date. School month to consist of 20 teaching days, and schools not to be held Saturdays unless needs of agriculture or other conditions in district make it desirable. Schools may be held on legal holidays except Sunday, in order to complete 180 days in less than 9 months if conditions in district require. Salaries of superintendents and others employed on annual basis to be paid on calendar month. With majority of teachers approving, any district may have teachers' salaries paid in 12 monthly payments, except in case of teachers employed for less than nine months. Authority vested in State Board of Education to order extended recess or adjournment of schools in any district in case of emergency. Provides for local supplements for vocational education or higher standards but not to increase term beyond 180 days in units having school population of 1,000 or more.) Sent to Committee on Education.

HB 121. Umstead and others. Same as SB 54 above.

SB 72. Johnson of Halifax. "To amend section 22½ of chapter 358 of the Public Laws of 1939, relating to the change of the enrollment age of children in the public schools." (School children for school year 1943-1944 and each year thereafter, required to be six years of age on or before December 31 rather than October 1 as formerly.) Sent to Committee on Education.

HB 202. Stone and others. "To provide educational advantages for children of veterans of the present World War." (Children of veterans of present war included in the provisions for educational advantages of C. S. 5912 (m) and 5912 (o). Number of children who may qualify under C. S. 5912 (o), relating to partially disabled veterans, increased from five to fifteen.) Sent to Committee on Appropriations.

HB 214. Reynolds, Loftin and Craig. "To amend subsection 2 of section 5, Chapter 25, of the Public Laws of 1941, creating the

Teachers and State Employees Retirement System." (Provides that members now in service who were members prior to July 1, 1942 and who were entitled to prior service, and who were above 60 on date of establishment of system, shall receive credit for service rendered prior to July 1, 1941.) Sent to Committee on Education.

SB 84. Mitchell and Wade. "To amend chapter 25 of the Public Laws of 1941 creating a teachers and state employees retirement system in North Carolina, to permit the Board of Trustees to make regulations preventing injustices and inequalities not otherwise covered by the act and to permit the re-employment of teachers and state employees who have been retired on account of age when needed during any emergency." (Authorizes board of trustees to adopt rules and regulations to prevent injustices and inequalities. Members retired on account of age may be re-employed during any period of emergency declared by the board of trustees. Notice of desire to re-employ to be sent by employer to the Executive Secretary of the Board of Trustees, who suspends service retirement benefits during period of re-employment; no deductions to be made during period of re-employment or paid by employer; retirement benefits to begin again upon termination of contract of re-employment.) Sent to Committee on Judiciary No. 1.

SB 88. Taylor, Cherry and Blythe. Same as HB 202 above.

HB 222. Caveness. "To authorize the use of school buses for the transportation of the North Carolina State Guard or the National Guard to and from places of encampment when ordered by the Governor." (As title indicates, when used for such purpose, buses to be operated by members or employees of these organizations, and expenses of operation and repairs to be paid from funds of the State Guard or National Guard.) Sent to Committee on Military Affairs.

HB 286. Reynolds and others. "To amend subsection 1 of section 4 of chapter 25, of the Public Laws of 1941, creating the Teachers and State Employees Retirement System." (Would give credit for 5 years service immediately prior to the establishment of the system to those who become members during the first year of operation, instead of credit for only 1 year. Detailed statement of such service to be filed.) Sent to Committee on Education.

HB 314. Stoney. "To authorize the participation by the North Carolina School for the Deaf at Morganton in the free distribution of textbooks and the State textbook rental system operated by the State of North Carolina." (Would permit participation in same man-

ner as other schools of the State.) Sent to Committee on Education.

HB 321. Reynolds. "To amend chapter 95 of the Consolidated Statutes of 1919 relating to the instruction on alcoholism and narcotism in the public schools of the State." (Authorizes employment by the State Board of Education of a new member of the staff of the State Department of Public Instruction, who is to be charged with duty of studying all literature, aids and devices for assistance of teachers in teaching effects of alcohol and narcotics in the human system, or revising material, and of making supervisory trips to see if teachers are complying with C. S. 5440 (a). Would appropriate \$10,000 for ensuing biennium.) Sent to Committee on Education.

HB 325. Bender. "To amend chapter 25 of the Public Laws of 1941, creating a Teachers and State Employees Retirement System in North Carolina." (Would extend benefits to persons who retired prior to January 1, 1941, because of total disability, who had then reached the age of 50 and had served as a public school teacher continuously for at least 25 years.) Sent to Committee on Public Welfare.

SB 151. Johnson of Duplin. "An Act for the adoption of a State bird." (Cardinal to be so named.) Sent to Committee on Judiciary No. 1.

HB 350. Reynolds. "To amend section 1 of chapter 25 of the Public Laws of 1941 creating a Teachers and State Employees Retirement System." (Removes provision that no "member" shall be entitled to participate in system as to that part of compensation in excess of \$3,000 per year.) Sent to Committee on Education.

HB 351. Reynolds. "To amend section 8 of chapter 25 of the Public Laws of 1941 creating the Teachers and State Employees Retirement System." (Would clarify law with reference to local school units paying salaries in addition to amounts paid by State, making monthly remittances to the Fund. Also provides that member who is on leave on account of military service, or for a purpose tending to increase his efficiency, might, with approval of the trustees, make monthly contributions upon the basis of his salary before obtaining leave of absence.) Sent to Committee on Education.

SB 162. Cherry and Taylor. "To amend Chapter 242 of the public laws of 1927, same being 'An act to provide educational advantages in State institutions to World War orphans.'" (Provides room and board and all necessary fees required of students and furnished by the State educational institution at which matriculated. Applies to



children of veterans serving between December 7, 1941 and the legal termination of the war.) Sent to Committee on Education.

HB 374. Allen, Arch T. "To amend chapter 179 of the Public Laws of 1933, as amended by chapter 54 of the Public Laws of 1935, as amended by chapter 234 of the Public Laws of 1941 to provide for the registration of persons studying cosmetic art in vocational schools." (Would allow students taking training in approved schools and receiving pay on schedule approved by State Board of Cosmetic Art to receive pay for services though not licensed by such Board, and would allow issuance of certificate to persons who have completed a prescribed course of study in a vocational school set up and established by the State Board of Education and approved by the State Board of Cosmetic Art Examiners.) Sent to Committee on Education.

HB 488. Bridger. "To amend chapter 397 of the Public Laws of 1937 to provide for certification of school bus drivers by representatives designated by the Commissioner of vehicles." (As title indicates.) Sent to Committee on Roads.

SB 239. Horton. "To amend the School Machinery Act, the same being chapter 358, Public Laws of 1939 as amended." (Provides for election of principals by district committees upon nominations by county superintendent of schools, subject to approval of county board of education. Would extend protection now given by law to contracts of teachers and principals during the term to an indefinite period for all holders of A-grade certificates who have had five years experience, the last three of which must have been in same administrative unit or county school district. Would extend the proviso of section 12 of the Act, that no teacher shall be required to attend summer school to cover the years 1943 and 1944, and provides that if a teacher is rejected under provisions of section 12, such rejection shall be subject to the approval of the governing authorities of the administrative unit in which teacher is employed. Sets three dollars as the minimum pay for a substitute teacher under section 22. Would allow children reaching age of six by December 31 of any year to be enrolled during first month of school term if proper tests show them to be mentally and physically capable and if there is sufficient space available. Authorizes the State Board of Education to become self-insurer of school buses and school bus equipment; may establish a "School Bus Reserve Fund" not to exceed \$40,000; maintenance of fund regulated.) Sent to Committee on Education.

HB 514. Reynolds. "To amend the School Machinery Act, the same being chapter 358, Public Laws of

(Continued on page 16)

# Tar Heel Educators

By Geraldine Coburn of The North Carolina Historical Commission

## William Louis Poteat

Among North Carolina's leading educators was the great scientist and lecturer, William Louis Poteat, President of Wake Forest College for twenty-two years, who stirred the imagination of many an individual and gave him food for thought. To the world at large he is best remembered as a pioneer thinker, writer, and speaker on the relationship between science and religion.

Poteat was born in Caswell County on October 20, 1856. In his youth he was never required to do any manual labor, for his father, Captain James Poteat, a trustee of Wake Forest College, was a substantial planter and slave owner. The boy's first schooling was under a governess before he attended the village academy at Yanceyville, but by the time he was sixteen, he was off to Wake Forest College to work for his bachelor of arts degree.

One year after graduation, instead of reading law as he had intended, he was elected a tutor by the trustees of the Baptist school, and in a short time he became assistant professor of natural science. By 1883 he was in full charge of the chair of natural history, now the chair of biology, and a few years later he received his master's degree. Poteat tried to avail himself of every opportunity in the field of science. He attended a brief course in the University of Berlin and one in the Marine Biological Laboratory, Woods Hall, Massachusetts, and he also contacted and corresponded with learned men of science. He was the first president of the North Carolina Academy of Science. In 1901 he published *Laboratory and Pulpit: The Relations of Biology to the Preacher and his Message*, and from time to time he published other books such as *The New Peace*, *The Way of Victory*, and *Stop Light*. Also he wrote a number of articles on scientific investigations dealing with microscopic plants and animals.

Poteat spoke before all classes of people, including both intellectuals and illiterates, but just as in the classroom he tried to bring his audiences to see the common facts of nature. Narrowmindedness and complacency irritated him, and he tried to lift men out of "the ruts of ignorance." A staunch prohibitionist, he often lectured on the evils of liquor and was head of the dry forces of the State.

The year 1905 was an eventful and memorable one for Poteat, for that year he had conferred upon him the honorary degree of LL. D. by Baylor University, Waco, Texas, and he was elected president of Wake Forest College, a position he held for over two decades. Under his able administration the college continued to grow and prosper all during his leadership.

Poteat soon held honorary doctors degrees from a number of the leading universities and became an accomplished orator, having preached and lectured on science and religion before many audiences. He believed in the right to teach and preach what inquiry revealed and took a definite stand in the Statewide evolution controversy, stating that "there is no incompatibility between science and religion." In 1925 he delivered a series of lectures at the University of North Carolina entitled "Can a Man be a Christian Today?" This series attracted large audiences and was quoted by the press both favorably and unfavorably all over the country. Because of his belief in the theory of evolution, it was thought that the State Baptist Convention might demand Poteat's resignation, but, appearing before this Convention in Charlotte, he said: "I decline to be whipped out of a position on an issue that involves the position and responsibility of my alma mater; the institution has stood for truth no matter what little window it has shone through." To show how completely his stand was vindicated, the Convention elected him as their president in 1936.

Dr Poteat retired voluntarily from the presidency of Wake Forest College in 1927, but he continued to serve the college as professor of biology up until a few months before his death on March 12, 1938. His name will live long in the history of the State as a man who dared to write and speak as he believed.



# Laws, Rulings and Opinions

## Teachers Contracts; Notice of Resignation; Rights of Parties Where Teacher Breaches Contract

*Reply to Inquiry:* You enclose a letter from Honorable \_\_\_\_\_, Superintendent of \_\_\_\_\_ County Schools, in which he raises the question as to the right of a teacher to recover for thirteen days' salary where such teacher resigned in the middle of the term without giving the notice required by the School Machinery Act.

Section 12 of the School Machinery Act, as amended, provides that teachers and principals desiring to resign must give not less than thirty days' notice prior to the opening of the school in which the teacher or principal is employed to the official head of the administrative unit in writing. It is further provided in this Section that any principal or teacher who violates this provision may be denied the right to further service in the public schools of the State for a period of one year unless the County Board of Education or the Board of Trustees of the administrative unit where the provision was violated waives the penalty by appropriate resolution. It is entirely possible that the General Assembly, in enacting Section 12 of the School Machinery Act of 1939, as amended, intended that the penalty provided for therein should be all the disadvantage suffered by a teacher who resigned without complying with the provisions of this Section. If this is true, a teacher who resigns without complying with provisions of Section 12 as to notice should be paid the proportionate part of her salary earned up until the time she stopped teaching.

The question as to whether a person who is under contract to perform personal services and wilfully breaches the contract is entitled to recover on a quantum meruit basis, is a difficult one. The common law rule seems to have been that the unpaid wilful defaulter was not entitled to relief.

In the case of *BRITTON v. TURNER*, 6 N. H., 481, the plaintiff contracted to do farm labor for one year for a total compensation of \$120.00. He quit after 9½ months of performance and the employer suffered no damage as a result of the breach of the contract. The court allowed a recovery of \$95.00 to the defaulting laborer. The courts of this State do not seem to have followed consistently either the common law rule or the rule laid down in the case of *BRITTON v. TURNER*. See Vol. 15, N. Carolina Law Review, page 261, et seq.

In the case of *CHAMBLEE v. BAKER*, 95 N. C., 98, the plaintiff, a farm laborer, was employed un-

### OFFICE OF PRICE ADMINISTRATION

The Honorable  
J. Melville Broughton  
Governor of North Carolina  
Raleigh, North Carolina

Dear Governor Broughton:

To make it easier for State and local government agencies to buy new cars, the Office of Price Administration issued amendment 11 on August 8, 1942. This did two main things: First, it exempted these agencies from all quota restrictions applicable to other purchasers. Secondly the former requirement that an automobile must have been driven more than 100,000 miles or be a 1937 or older model, was eliminated. The need and adequacy test for these agencies is now the same as it is for individuals.

The Bureau of Governmental Requirements, War Production Board through the cooperation of the Council of Governors, the Association of Mayors, and the Association of Sheriffs and Police Chiefs, sent bulletins to all interested agencies. A press release was issued to make public the provisions of the Amendment.

If State and local government agencies intend to replace or increase equipment, there are good reasons for doing so while the supply of cars is available. As the number of cars decline, the selection of body types is more limited and at the same time prices are rising about 1% each month.

Many state and local government agencies seem to be unaware of this Amendment. May we urge you again to notify the local government agencies of your state, advising them of this opportunity to replace worn out or obsolete passenger automobile equipment and to purchase additional cars where needed.

Sincerely yours,  
(s) LEON HENDERSON  
Administrator

der an agreement to extend from February until the end of the year. Seven months later he left without cause and the defendant sustained no damage. The plaintiff was allowed to recover on a quantum meruit basis. In this case, the defendant sustained no damage as a result of the breach of the contract.

In the case of *LIPE v. CITIZENS BANK AND TRUST COMPANY*, 206 N. C., 24, there was a contract to perform services for an elderly lady in exchange for a promise to devise all her property to the plaintiff. The lady died leaving an estate valued at approximately \$16,000.00 and devised only \$3,000.00 to plaintiff. The action included

counts on the contract and in quantum meruit. There was a finding of fact that plaintiff had not performed his contract, but he was allowed \$3,000.00 in quantum meruit by the lower court. On appeal to the Supreme Court, a new trial was awarded and in the opinion the late Justice Clarkson said in substance that the jury found on the first issue that there was a special contract and on the second issue that it was breached and, that this being true, the fifth issue as to quantum meruit became inoperative. Thus, you can readily see that it is doubtful what the court might hold on the question raised where no damage is suffered by the administrative unit employing the teacher. Of course, if a teacher would be entitled to recover on a quantum meruit basis, the school administrative unit would have a right to set up whatever damages, if any, it sustained as a result of the breach of the contract by the teacher.

It is my thought that the amount involved in the case about which you inquire is so small, it would be advisable to pay the teacher the amount due her up to the time she actually stopped teaching.—Attorney General, January 19, 1943.

## No Gasoline for Inter-scholastic Contests

Amendment No. 11 to Ration Order No. 5C, which became effective Jan. 7, 1943, prohibits the use of any gasoline ration in a passenger automobile for pleasure driving. This amendment reads in part as follows:—"No basic ration may be used for pleasure driving, which shall include, but shall not be limited to, driving for the purpose of attending places of amusement, recreation or entertainment, such as theatres, amusement parks, concerts, dances, golf courses, skating rinks, bowling alleys or night clubs, or sporting or athletic events, such as races or games, or sight-seeing, touring or vacation travel, or for making social calls."

It is our opinion, therefore, that no basic ration may be used for driving to or from any declamation recitation contests or any basketball games or any glee club contests. We appreciate the fact that declamation and recitation contests, basketball games, and glee club contests are important to our schools and to our communities; but we are faced with such an acute shortage of petroleum products that it is necessary to prohibit the use of rationed gasoline for the purpose of driving to and from such contests, in order that our armed forces may be supplied with adequate gasoline and oil, and that our people in the eastern states may have fuel oil sufficient to keep them warm.—Daniel L. Bell, State Rationing Attorney—January 15, 1943.



## From The Past . . .

### 5 Years Ago

"Mr. Charles E. Spencer of High Point has been added to the staff of the Division of Instruction Service in the Department of Public Instruction, it was recently announced by State Superintendent Erwin.

"During the months of March and April the State Department of Public Instruction in cooperation with the State Board of Health will hold Health Institutes for the teachers, principals and superintendents of the State.

"Youth in a Modern Community' is the title of the series of radio programs sponsored by the National Congress of Parents and Teachers.

"In compliance with Resolution No. 28 passed by the 1937 General Assembly, Governor Hoey has appointed the following Commission to Study Public Schools and Colleges for Negroes: Senator J. W. Noell, Roxboro; Senator J. H. McDaniel, Mt. Pleasant; Representative H. G. Horton, Williamston; Representative E. H. Brooks, Smithfield; and Representative George C. Uzzell, Salisbury."—*Public School Bulletin, March, 1938.*

### 35 Years Ago

"In *Collie v. Commissioners of Franklin County*, the Court overruled *Barksdale v. Commissioners of Sampson County* and all subsequent decisions based upon that, and held that Article IX, section 3, of the Constitution, requiring one or more public schools to be maintained in every school district at least four months in every year and making the commissioners indictable for failing to comply with that requirement, was mandatory, and that, if the State and county funds from all other sources were insufficient to meet this requirement, the county commissioners must levy a special tax on all property and polls of the county sufficient to provide the necessary funds, as directed in section 4112 of the public school law.

"Under a special act of the General Assembly of 1907 appropriating \$45,000 from the State Treasury to aid in the establishment of public high schools, 156 of these schools were established during the first year in 81 counties of the State. . . .

"The General Assembly of 1907 also passed a compulsory attendance law, under the provisions of which compulsory attendance for sixteen weeks annually of children between the ages of eight and fourteen years can be ordered by the county board of education in any school district, township or county in which a majority of the qualified voters vote for it in an elec-

## It's Hard Sometimes

To apologize  
To begin over  
To take advice  
To admit error  
To face a sneer  
To be charitable  
To avoid mistakes  
To keep on trying  
To keep out of a rut  
To obey conscience  
To profit by mistakes  
To forgive and forget  
To think and then act  
To shoulder deserved blame  
To dispute underhandedness  
To make the best of a little  
To subdue an unruly temper  
To recognize the silver lining  
To accept just rebuke gracefully  
To smile in the face of adversity  
To value character above reputation  
To discriminate between sham and real—  
**BUT IT ALWAYS PAYS!**  
—The Sante Fe Magazine

tion ordered upon petition of a majority of such voters.

"Under an act of the General Assembly of 1907 the East Carolina Teacher's Training School has been established at Greenville, N. C."—J. Y. Joyner in the *Biennial Report of the Superintendent of Public Instruction, 1906-07 and 1907-08.*

## Education Bills

(Continued from page 14)

1939 as amended." (Same as SB 239 above.) Sent to Committee on Education.

HB 515. Reynolds. "To prohibit the establishment of secret organizations in the public schools of the State." (As title indicates. Pupils not to be permitted to belong to such organizations.) Sent to Committee on Education.

HB 524. Allen, Arch T. "To appoint certain members of the Boards of Education of the respective counties of North Carolina, fix their terms of office, and limit compensation at State expense." (As title indicates—the Omnibus School Boards Bill. Members of boards of the several counties named, and terms of offices set out. State School Fund to bear per diem of members of boards when board does not exceed 5 members. Members in excess of 5 to be at expense of county school funds.) Sent to Committee on Education.

HB 523. Deal. "To amend section 27 of chapter 358 of the Public Laws of 1939, the School Machinery Act, to increase the salary of adult school bus drivers." (As indicated; salary not to exceed \$25 per month.) Sent to Committee on Education.

## From The Press

*Burlington.* A survey which has been completed among teachers of the city schools asking if they desire to work in Burlington during the summer vacation period this year shows that approximately 50 per cent of them are anxious to have local employment, it was announced this morning (Feb. 6).

*Greensboro.* Need for at least 14 nursery units in Greensboro was shown yesterday morning (Feb. 4) when the child care committee met at 617 Simpson Street to discuss results of a recent survey to determine the number of children requiring nursery school service here.

*Shelby.* Furthering specialized training for high school students through the Victory Corps, a course in radio has been inaugurated and 20 students have been enrolled, Superintendent Walter Abernethy announced today (Feb. 2).

*Mecklenburg County.* On December 18, the students and teachers of Thomasboro school had invested \$16,056.50 in war bonds and stamps, and since then have continued working diligently to aid the war effort, according to a statement made yesterday (Feb. 7).

*Gastonia.* Gastonia's biggest Victory Garden where thousands of pounds of vegetables for Gastonia City School cafeterias will be raised is to be planted soon. The 10-acre tract adjoins the Municipal Golf Course.

*Greensboro.* The pre-aviation course at Rankin High School is recognized as the only high school course of its kind in this State.

*New Hanover County.* Even the commercial department of a secondary school has a role in the war effort. This is a fact being demonstrated convincingly by the business department of New Hanover High School, and Principal T. T. Hamilton, Jr., and members of his commercial faculty are able to prove it.

*Wilson.* 15,238 children in the three white grammar (elementary) schools of Wilson consumed 16,846 half-pint bottles of milk during the 19 days of January after inauguration of the "penny" milk program sponsored jointly by Wilson Lodge No. 840, Benevolent and Protective Order of Elks, the city schools and the Agricultural Marketing Administration according to the official report of S. G. Chappell, superintendent of city schools, made to the federal agency today (Feb. 3).

*Gastonia.* Believing that schools and churches should work hand in hand for the good of the child, it was decided that Central School would make a survey on Sunday School Membership and Attendance.



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# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

OLAN V. COOK  
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CHAPEL HILL, N. C.

APRIL  
1943

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Volume VII

Number 8





# In This Issue

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

April 1, 1943

	Page
Superintendent's Letter .....	2
Calendar for April .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
OPA Praises Educators for Services.....	4
Assembly Programs for Schools Issued .....	4
Change Made in Rendition of Pledge of Allegiance .....	4
“Handbook on Education and War” Issued .....	4
College Students Eligible for Deferment If Studies Are Scientific or Technical.....	4
Wartime Commencement Helps (box).....	4
Woman's College Offers Graduate As- sistantships in Business Education .....	4
Fellowships Available for Negro Nurses and Educators .....	4
Packets on Inter-American Friendship and Understanding Available from U. S. Of- fice of Education .....	5
Boys & Girls Week Observance April 24- May 1 .....	5
Letter from OPA Regional Office (box) .....	5
Diplomas Authorized for Seniors Select- ed for Military Service .....	5
New State Board of Education Appointed by Governor Broughton .....	6
Farm Youth Organizations Can Help Pro- mote Food Program .....	6
Program Material for Pan American Day (box) .....	6
OWI Provides Service for Educators.....	6
Charlotte Art Students Win in WAAC Poster Contest .....	6
University Summer Session Program An- nounced .....	7
Few High Schools Have Art Departments	7
Certificate Form for Pre-Induction Courses Prepared .....	7
High School Enrollment Decreases .....	7
Evaluation of Pamphlet Services Made by ALA .....	7
State School Facts .....	8-9
Notes and Announcements (Continued)	
Awards and Citations Offered for Class- room Use of Radio .....	10
American Education Week 1943 (box).....	10
International Education Office Proposed.....	10
Cardinal Named as State Bird.....	10
Two Mimeographed Bulletins Issued.....	10
Steps in Employment of Teachers and Principals Outlined .....	10
War Film Information Given in OWI Catalog .....	11
Victory Corps Work Being Done at Bur- lington High School (Picture) .....	11
Audubon Society Offers Material for Bird Study .....	12
Federal Reserve Bank Issues Booklet on Money (box) .....	12
Erwin Reviews 1943 School Legislation.....	12
Education Bills Introduced in 1943 General Assembly .....	13
Tar Heel Educators .....	14
Laws, Rulings and Opinions .....	15
From the Past .....	16
“I was a Teacher” (box) .....	16
Fifteenth Yearbook Issued .....	16
From the Press .....	16

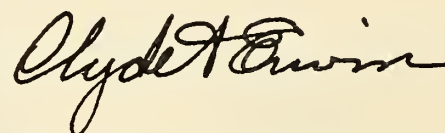
## To Superintendents, Principals and Teachers:

*First, let me thank each and every one of you for the support which you gave to the school program which was presented to the 1943 General Assembly. I think that the achievements made for public education at this session of the Legislature marks a new era in the growth of our public school system. The ninth month, of course, is of first-rate importance. Then, too, other revisions in the law, including the War Bonus for all regular school employees, will each tend to improve public school administration and provide an opportunity for increased efficiency in the instruction offered the boys and girls of this State. A review of the school legislation enacted is given elsewhere in this paper.*

*There is also presented elsewhere the steps necessary to be taken in the employment of teachers and principals. The time is at hand when consideration must be given to this subject. I hope that each of you will study very carefully the procedure to be followed in connection with this matter, and will with just as much care follow this procedure to the end that there will be as little confusion and misunderstanding as possible when school opens for the ensuing term. The current term was marked by many resignations, and consequently the instructional program suffered in many instances.*

*I believe, if each party concerned in the employment of teachers and principals will follow these simple rules of procedure that many “head-aches” next fall can be avoided and the schools will be improved thereby.*

Very truly yours,



State Superintendent of Public Instruction

## Calendar for April

1-17—Conservation Week

6—Army Day

11—Humane Sunday

14—Pan American Day

18-24—National Garden Week

23—Good Friday

24-May 1—National Boys and Girls  
Week

## Cover Picture

More than 1600 Rural War Production Training Courses, with an enrollment exceeding 20,000 persons, have been organized in the rural schools of North Carolina since October 1st to help farmers and farm women meet the war demands for more food. The program in each community is under the supervision of the teacher of vocational agriculture.

The cover picture shows Bruce Sumner of the Como Community, Hertford County (right), and part of his 32 hogs which he is feeding out for market. Mr. Sumner receives aid on feeding and management problems from his teacher of vocational agriculture, H. B. Crumpler (left).



# North Carolina Public School Bulletin

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### Special Taxes for Schools

Many questions are being asked as to the effect of the law providing for a ninth month at State expense upon local taxes levied in the various units and districts that have voted special taxes for a ninth month, twelfth year, additional teachers, or for the support of schools of a higher standard than that provided by the State.

Of course, these special taxes are being levied in accordance with the purpose set out in the original petition and in the advertisement of the election which included the maximum rate that can be levied. In a majority of these units the provision for a ninth month was one purpose for which the levy was to be made.

Now, in the law providing for the nine months school term at State expense there is a proviso that this 180-day term may be reduced to 170 days "by the Governor as Director of the Budget if in his opinion the revenues decrease to such an extent that such action would be justified."

It seems to us, therefore, in view of this provision of the law that for the first year at least the tax rate levied heretofore could be decreased by the number of cents necessary to produce the amount to be received from the State to operate the schools one-half a month. If the State revenues did not make it necessary for the Governor to reduce the term to 170 days, then for the second year the reduction in the tax rate could be equivalent to the rate necessary to produce what the State provided for the support of one school month.

The above reasoning is based up-

on the theory that a "ninth month" item only was included in the petition and advertisement when the election was called. In case such petition and advertisement named other purposes for which the levy might be made, then, in our opinion, a splendid opportunity exists for the use of at least a part of the levy voted for providing greater opportunities for the boys and girls in that unit or district. For example, elsewhere in this edition of this publication is an article giving the number of high schools providing art departments. It would be well for that unit which has authority to levy taxes for a better program of schools than that which the State supports to add a program of art, or it may be that more attention is desired in music, maybe a band, or in some other subject which is not now provided. On the other hand, if it is thought that some reduction in the tax rate levied would be expected by the taxpayers, it might be well to consider the advisability of giving some reduction at least in the rate levied. At any rate, a fair consideration should be given to the specific case. Remember that the General Assembly meets again in 1945!

### Make it Unanimous

Although the following editorial from the North Wilkesboro *Journal-Patriot* was written about the school teachers of Wilkes County, it is so applicable to school teachers everywhere that we move to make it unanimous:

#### APPRECIATION

Flowers are all right as a post mortem tribute to the life of a departed friend, but all of us sometimes wonder why not spread around a few commendations to people who do unselfish things while they can enjoy the tributes.

This week we want to pay tribute especially to the school teachers of Wilkes County who did a magnanimous job in distribution of war ration books last week.

In addition to filling out thousands and thousands of books for people who sent for them by their children, the teachers remained at the schools until 5:30 o'clock on three days and toiled to get out books to those who could not send by children for them.

This is real service to their country. They did the task without compensation. Their services should be especially appreciated in view of the fact that many teachers are working for low salaries far below the wage level in war industries where they could get jobs. Any capable person remaining in the teaching profession is making a sacrifice which should be appreciated by the fathers and mothers of the country.

And while we are on the job of pointing out good services, we wish to commend rationing officials, na-

tional and local, for working out a sound plan of distribution of war ration book 2 which caused no confusion and went along smoothly, especially in view of the size of the task involved.

It was a splendid plan for newspapers to reproduce the declaration form, and we commend rationing officials for furnishing the blank to *The Journal-Patriot*, making it possible for people to fill them out and send them in for their books, eliminating much waiting and delay.

The job was accomplished in a most efficient manner, and we commend all those responsible.

### "Godless Schools"

On a recent occasion we heard a speaker very high in church circles refer to the public schools as "Godless." Realizing that we all are prone to misunderstand each other in the use of the English language, we did not believe that there was any room for misunderstanding of the term as this speaker used it and that it meant to her just that. In no uncertain terms she paid her compliments to the public school teachers. Perhaps, she said it all for effect, but we took her seriously; we have thought about what she said several times since, for with this blast against the public schools she spoke much that was good.

As to the schools being Godless, we take issue. It is true that the majority of the public schools do not provide for the teaching of the Bible as a textbook. Furthermore, it is true that some schools do not give very much time to formal devotional exercises. It is also true, however, that the public schools are taught in the main by men and women of character. These public school employees are interested in a living religion; not in a formal exercise to be followed as a routine matter. By example, the public school teachers teach more religion than is contained in any textbook. The same people, in the main who go to church, teach in the public schools.

To say, therefore, that the public schools are Godless falls wide of the mark, unless it is meant that all the people of this nation are Godless also; and we do not think such was meant.

So we deny the allegation. The school teachers are just as religious as any other profession; perhaps more so, even though they are not actually teaching by textbook any religious concepts of life or any historical religious beliefs. The example of Christian living is more potent than a formal exercise and to our way of thinking is the highest form of religion.



# Notes and Announcements

## OPA Praises Educators For Services

High praise for the "great and distinguished service" rendered by American school teachers and school administrative officials in connection with the national registration for War Ration Book Two was expressed recently in a letter sent by Price Administrator Prentiss M. Brown to John W. Studebaker, United States Commissioner of Education.

"Once more teachers and school administrators have rallied," Mr. Brown's letter said, "to the herculean task of registering American consumers for ration books. They have given unselfishly of their time and spirit to fulfill this patriotic task.

"With War Ration Book Two, they have undertaken more than the distribution of buying coupons. They have helped millions of Americans to understand the 'why' and 'how' of the point system.

"In commending this great and distinguished service, I am sure that I voice the thanks of a grateful nation to the teachers and schools of America."

## Assembly Programs for Schools Issued

A Handbook of War Savings School Assembly Programs may be obtained, free to teachers, from the Education Section, War Savings Staff, U. S. Treasury Department, Washington, D. C. The Handbook contains (1) suggestions for writing play scripts, (2) ways of promoting your school's war savings program, (3) government and non-government patriotic program material, and (4) five War Savings Plays on elementary, junior, and senior high school levels.

## Change Made in Rendition of Pledge of Allegiance

The Senate and House of Representatives of the Congress of the United States, on December 22, 1942, amended the codification of rules and customs, pertaining to the display and use of the flag of the United States of America. The change which is most important for the schools has to do with the pledge of allegiance.

According to Section 7 of Public Law 829—77th Congress, the pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation, indivisible, with liberty and justice for all", is to be rendered by standing with the hand over the heart. Civilians can show full re-

spect to the flag when the pledge is given by standing at attention, men removing their hats.

## "Handbook on Education and the War" Issued

Publication of a comprehensive "Handbook on Education and the War" was announced today by the U. S. Office of Education. Based on the proceedings of the National Institute on Education and the War, the "Handbook" is an over-all survey of the major wartime problems of education.

The 359-page "Handbook" is divided into two parts, one containing the full text of statements by heads of those Federal war agencies which touch education, and the other part containing reports of symposiums held on 26 of the most acute wartime educational issues. The 26 key problems are grouped under 4 general headings; *Training Manpower, School Volunteer War Service, Curriculum in Wartime, and Financing Education in Wartime.*

In the Foreword to the "Handbook," John W. Studebaker, U. S. Commissioner of Education, says: "Because it represents the best wartime thinking of so many alert minds, it should prove a useful guide to every educator in intensifying efforts to win the war."

Copies are available from the Superintendent of Documents, Washington, D. C., at 55 cents each.

## College Students Eligible for Deferment If Studies Are Scientific or Technical

College students in the scientific and technical fields may be deferred until July 1, 1945, under the provisions of a new occupational bulletin sent from Selective Service Headquarters to local boards recently.

In colleges which are running on accelerated programs, this broad liberalization of the deferment policy for college students means that men who now enter freshman

classes in the approved fields are eligible immediately on enrollment for deferment for the whole length of their college training. Formerly deferment was only possible for students who had completed at least part of their courses.

Materially affected by the revised policy are under-graduate and graduate students in scientific and specialized fields, internes, and students of agriculture, forestry, pharmacy and optometry.

The specialized fields in which graduate and under-graduate students are eligible for deferment are: aeronautical engineers, automotive engineers, bacteriologists, chemical engineers, chemists, civil engineers, geophysicists, mathematicians, mechanical engineers, meteorologists, mining and metallurgical engineers (including mineral technologists), naval architects, petroleum engineers, physicists, (including astronomers), radio engineers, safety engineers, sanitary engineers, transportation engineers—air, highway, railroad, water.

## Woman's College Offers Graduate Assistantships in Business Education

The Graduate School of the University of North Carolina has available several graduate assistantships in Business Education for the school year 1943-44. Holders of these assistantships are given research, laboratory, or teaching assignments. They are allowed to carry as much as two-thirds of a regular study load toward meeting the requirements for a master's degree.

Because the work of the University in Business Education is assigned to the Woman's College, the assistantships are available there. They are open to both men and women. Degrees are conferred by the Graduate School of the University of North Carolina.

Inquiries and applications for the assistantships may be addressed to McKee Fisk, Professor of Business Education, Woman's College of the University of North Carolina, Greensboro, N. C.

## Fellowships Available for Negro Nurses and Educators

The North Carolina Tuberculosis Association announces that the National Tuberculosis Association is again offering five fellowships in Health Education to Negro nurses, teachers and health educators in the Southern states at the Summer Session of the University of Michigan. Only one fellowship will be given to any state. The fellowship will cover expenses of transportation, tuition, room and board and a reasonable allowance for books; costs from \$175.00 to \$225.00 for the

## Wartime Commencement Helps

The NEA Division of Publications has for a number of years published each January what has been known as the Vitalized Commencement Manual. This year it is called the Wartime Commencement Manual. It contains summaries of 24 of the best programs submitted by schools throughout the country and a half dozen scripts of other programs. 64 pp. 35c.



period of June 22 to August 14. The National Association will pay half the cost and the State and local associations the balance.

No formal application blanks are provided but a letter from the candidate, a transcript of the candidate's scholastic record, an outline of his previous experience and plans for and scope of work and utilization of special training must be submitted.

Write to your North Carolina Tuberculosis Association, Box No. 468, Raleigh, North Carolina, for further information. All applications must be filed in State Office not later than April 10, 1943.

### **Packets on Inter-American Friendship and Understanding Available from U. S. Office of Education**

A new series of 14 loan packets has been prepared for the use of teachers and adult study groups interested in the Latin American countries. The collection represents careful selection of the best materials available—pamphlets, bibliographies, units of study, conference reports, magazines, stories, plays, pictures, maps, songbooks, and other teaching aids. Except for the two packets, content materials predominate.

Not more than two packets may be ordered at a time and they may be kept for 2 weeks. There is no expense to the borrower. Franked labels requiring no postage are furnished for their return, if wrapped in packages weighing 4 pounds or less. To obtain the packets, write to the Information Exchange, U. S. Office of Education, Federal Security Agency, Washington, D. C. A catalog listing titles of approximately 65 other packets on a wide range of topics will be sent upon request.

### **Boys & Girls Week Observance April 24-May 1**

The twenty-third annual observance of Boys and Girls Week is scheduled for April 24 to May 1 inclusive this year. The objects of this "Week" are the following:

1. To focus public attention upon boys and girls, their potentialities, and their problems, to the end that increasing numbers of adults may be awakened to the joys and opportunities of youth service and inspired to participate.

2. To give impetus to year-round programs of character building activities for the general welfare of boys and girls; and to acquaint the public with the agencies which are serving this purpose.

3. To emphasize the importance of a sound body, a trained mind, and spiritual growth in the complete development of the boy and girl; and to emphasize the important functions of the home, the

## **OFFICE OF PRICE ADMINISTRATION REGIONAL OFFICE ATLANTA, GEORGIA**

March 4, 1943  
In reply  
refer to:  
6R:4:7:JCD

Dr. Clyde A. Erwin,  
State Superintendent of Schools,  
State Capitol,  
Raleigh, N. C.

Dear Superintendent Erwin:

Please accept our sincere appreciation for the generous and effective cooperation of the North Carolina State Department of Education and of the officials and teachers in your public school system in the registration of War Ration Book Two. Without your aid the task would have been insuperable. We congratulate you on this splendid addition to your previous record of efficient, patriotic performance on the home front.

We are equally grateful for your indispensable aid in educating pupils and patrons concerning the what, why and how of point rationing. Much credit is due North Carolina educators for the fine spirit of understanding and acceptance with which the point rationing program has been received. We solicit your continued cooperation as companions in arms in a great national enterprise.

Sincerely yours,

(Signed) James C. Derieux,  
Regional Administrator

church, and the school in such development.

4. To emphasize the need of instilling in the boys and girls the love of country and respect for its laws and established institutions and of bringing to each the realization of his duties and responsibilities as a citizen.

A copy of the MANUAL OF SUGGESTIONS containing detailed suggestions for carrying out a program during the observance of the "Week" may be secured free of charge upon request to National Boys and Girls Week Committee for the United States, 35 E. Wacker Drive, Chicago, sponsor of the program.

### **Diplomas Authorized for Seniors Selected for Military Service**

In response to numerous inquiries from superintendents, principals and students, about the issuance of diplomas to high school students who are selected for military service, the following conditions were named in a recent letter by Superintendent Clyde A. Erwin to county and city superintendents which should be satisfied in awarding diplomas to such students:

1. That the applicant is at least seventeen (17) years of age, and in the last semester of his senior year.
2. That he has completed satisfactorily at least twelve (12) units of high school work.
3. That he is making passing grades on the courses being pursued when called into military service.

4. That he make a passing score upon a standardized test set and scored by the State Department of Public Instruction, but administered by the high school principal. To defray cost of providing the examination a charge of 25c is made.

5. That credits earned in the Army Institute or any other branch of the service be given due consideration in meeting requirements for graduation from high school when credits are officially transmitted by military authorities.

6. That no diploma will be issued prior to the close of the session in which the applicant enters military service.

7. Students who are admitted to college on the basis of the Emergency Examination for Admission to College on January 14, 1943, may be granted high school diplomas when the colleges testify to the high schools that these students pursued the required courses successfully for the second semester of the session 1942-43.

"These safeguards," the letter stated, "are set up in connection with the issuance of diplomas in keeping with the notion that a high school diploma is not a gift, but a recognition of achievement. A diploma is evidence which the school furnishes that the student has pursued the required course of study and that he has completed it satisfactorily. It should be an expression of confidence in the student on the part of the school which the public can accept with assurance of the student's training and ability."



## New State Board of Education Appointed By Governor Broughton

In compliance with the Constitutional Amendment voted in the November election providing for a new State Board of Education to assume office April 1, 1943, Governor J. M. Broughton appointed the following 12 persons to serve as members of the newly created Board from the State's 12 congressional districts in accordance with the provisions of the amendment:

1. William C. Dawson, Elizabeth City.
2. Alonzo C. Edwards, Hookerton.
3. Archibald M. Graham, Clinton.
4. Dr. L. M. Massey, Zebulon.
5. Sanford Martin, Winston-Salem.
6. Henry Dwire, Durham.
7. Horace E. Stacy, Lumberton.
8. Ryan McBryde, Raeford.
9. Harry E. Isenhour, Salisbury.
10. Julian S. Miller, Charlotte.
11. Carl A. Rudisell, Cherryville.
12. Mrs. E. L. McKee, Sylva.

These persons plus the three ex-officio members, Lieut. Governor R. L. Harris, State Treasurer Chas. M. Johnson, and State Superintendent of Public Instruction Clyde A. Erwin, who is secretary, make a 15-member Board. The appointive members from odd-numbered districts serve for two years, whereas those from even numbered districts serve for four years. All succeeding appointive members have terms of four years, unless the proposed change in the Constitution providing for terms of eight years for Board members is voted favorably at the next general election in November, 1944. The proposed change also provides for 10 appointive members, eight to be named from special educational districts and two from the State at large. The three ex-officio members would remain on the Board under the proposed amendment.

## Farm Youth Organizations Can Help Promote Food Program

The nearly 250,000 boys and girls who belong to the farm youth organizations in the State are so organized and strategically located that they can be of tremendous influence and help in promoting and putting over the 1943 Food for Freedom Program or meeting the 1943 production goals, according to Roy H. Thomas, State Supervisor of Vocational Agriculture, recently appointed by State Superintendent Erwin to supervise school-directed victory gardens. The 4-H Club organization numbers over 100,000 boys and girls; the Future Farmers of America organization is com-

## Program Material for Pan American Day

Adequate time must be allowed for formulation of Pan American Day programs (April 14), and the Pan American Union already is receiving requests for material. To meet such requests the Pan American Union has prepared a number of brief reports, plays, and pageants, which will be sent to teachers and group leaders. A list of the material available for distribution this year will be sent on request addressed to the Pan American Union, Washington, D. C.

posed of over 30,000 students of home economics in rural high schools; and the Victory Corps, organized throughout the high schools of the State, has approximately 100,000 members. In addition to these organizations there are the junior members of the Grange, Farm Bureau, and the Boy Scouts.

Last year the Future Farmers of America grew 5,460 individual gardens.

The students of vocational agriculture made this contribution:

Victory Gardens	10,213 Acres
Poultry Flocks	
Improved	607,594 Birds
Swine Improved	11,843 Head
Dairy Cows	9,299 Head
Beef	6,602 Head
Sheep	1,580 Head
Soybeans	31,447 Acres
Scrap metal collection	2,773 Lbs.

Vocational agriculture is now being taught in 489 rural high schools located in 89 counties of the State with 33,000 persons enrolled in systematic instruction.

The 4-H club members, the Future Farmers, and the home economics students can add materially to the food supply by growing food crops, gardens and livestock for home projects. The home economics students can help considerably in the conservation of foods on the farms. Then, too, the members of all these organizations can bring the message of better methods and improved practices from the classroom and their leaders to their mothers and fathers.

## OWI Provides Service to Educators

The Division of Educational Services of the Office of War Information, is now organized to help teachers and pupils in a variety of ways.

Its staff members (address letters to OWI, Fourteenth and Pennsylvania Ave., Washington) may be consulted regarding materials for study and discussion groups, and information for subliterate, Negro and religious groups.

Another service of the Division is to provide information for student periodicals and for University and private educational radio programs and the theater.

Facts about young people in the United Nations and enemy countries may also be obtained from this Division.

## Charlotte Art Students Win In WAAC Poster Contest

Both first and second prizes and one of the third prizes were won by art students from the Charlotte High School in the recent Statewide WAAC Poster Contest sponsored by Red Rock Bottlers, Inc., of Atlanta, and conducted under the direction of Lt. Mary J. Norton, WAAC enrollment station assistant executive officer, Fort Bragg, with the cooperation of the State Department of Public Instruction.

Winner of the first prize, a \$50 War Bond, was Marjorie Morgan Bartlett, 17, twelfth grade student. Lucy Hill Baxter, age 16, from the eleventh grade won second prize, a \$25 War Bond; and Ida Jones Phelps, age 17, twelfth grade student, was winner of one of the five third prizes, also a \$25 War Bond. Other third prize winners were: Virginia Ingram, Reynolds High School, Winston-Salem; Mary Cynthia Cox, Haynes High School, Winston-Salem; George Packerson, Durham; and William A. Griffin, also from the Durham High School.

Honorable mention went to Betty Sue Lumberton and Hardinge Menges, Reynolds High School, Winston-Salem; Jack Conkwright and Edward M. Macks of the Central High School, Charlotte; Lucille Linthicum of the High Point High School, High Point; L. G. Turner, Margaret Raynal and Doris Troutman of the Statesville High School, Statesville; and Nell Ferrell of the Durham High School.

Twenty-two schools in 15 city administrative units participated in the contest; 73 posters were submitted. The judges for the contest were Julia Wethington, State Department of Public Instruction, Chairman, Lila Bell, Meredith College, Catherine Morris, and James A. McLean, all of Raleigh.

In announcing the winners, Dr. J. Henry Highsmith, Director of the Division of Instructional Service, through whose department the contest was conducted, said "It would be an inspiration, I am sure, to every student who submitted a poster in this contest to see the seven prize winning posters, the nine posters of honorable mention and the many creative ideas expressed in the other posters.

"I am sure that this Poster Contest was valuable from the standpoint of stimulation and promotion of Art."



# UNIVERSITY SUMMER SESSION PROGRAM ANNOUNCED

## Intersession Program for Teachers and Principals Planned

In order to provide help for those persons contemplating attendance at the University Summer Session at Chapel Hill, a brief statement giving the Summer Session dates and other important information was recently issued by G. B. Phillips, Director, Summer Session.

Besides the two regular summer sessions, held this year June 10 to July 20 and from July 21 to August 27, Mr. Phillips announced an Intersession program, beginning April 30 and ending June 5, designed particularly for principals and teachers working in the eight months schools who wish to speed up their graduate program or who must begin work in July and thus cannot attend the first regular term.

Some of the points that concern the regular sessions as announced by Mr. Phillips were as follows:

1. The University will provide a Summer Session program for graduates and undergraduates with the maximum adjustment to war demands. This work will include both *professional* and *content* courses to meet degree and certification requirements. Special "refresher" courses in mathematics and science will be offered. Other specialized programs will be developed as the demand arises. Training to teach aeronautics in the secondary school is being planned.

2. The University will enroll high school graduates on June 10 for a regular college program and a pre-induction course designed to equip sixteen and seventeen year old boys for later effective participation in some war service. Both of these plans which stress physical fitness and mental alertness will give degree credit. A minimum amount of military routine will be provided. On or about July 1 the Navy may send a large class of first year men who are eighteen years of age to Chapel Hill for basic and special training. High school graduates with good records may be eligible for this assignment. Those under eighteen years of age should investigate all possibilities before completing plans for enlistment or college.

3. As usual, qualified women students will be admitted to the summer quarter for work at any level. A student can complete one year of academic work in a particular subject in twelve weeks.

4. The fact that the Navy and the Army are using space and faculty at Chapel Hill does *not prevent* the University from serving its regular students.

5. The Teacher Placement Bureau will continue to help teachers and school officials in this important service. While the supply will apparently continue to decrease, there is still a contribution which

such a Bureau can make to discriminating school people.

6. The housing for graduate and undergraduate women will be provided in the four dormitories for women located at the Eastern end of the campus. Graduate men will be housed off the campus since war services require regular dormitory space. Campus space is being reserved for sixteen and seventeen year old freshmen.

Write to Guy B. Phillips, Director, Summer Session, Chapel Hill, for a copy of the Intersession Plan and Intersession Schedule of Courses, or for any other information concerning the Summer Sessions of the University.

## Few High Schools Have Art Departments

A tabulation of the number of public high schools having art departments during this school term reveals that 29 administrative units, 15 counties and 14 cities, provide for the teaching of art as an elective subject for high school students—a total of 41 schools employing 46 teachers.

Art is taught as a part of the regular course of study in practically all elementary schools.

The 29 units offering art in one or more high schools are:

County	City
Alamance (1)	Wadesboro (1)
Ashe (1)	Asheville (3)
Avery (1)	Kannapolis (1)
Bertie (1)	Murphy (1)
Buncombe (2)	Shelby (1)
Clay (1)	Durham (4)
Columbus (1)	Gastonia (1)
Cumberland (1)	Greensboro (4)
Duplin (2)	High Point (1)
Granville (1)	Sanford (1)
Haywood (1)	Charlotte (2)
Hoke (1)	SouthernPines(1)
New Hanover (1)	Goldshoro (1)
Pitt (1)	Raleigh (2)
Swain (1)	

In addition to these 41 public schools art is given in two private secondary schools, Fassifern in Henderson County and Mitchell Academy in Iredell County.

## Certificate Form for Pre-Induction Courses Prepared

A certificate which may be issued to students who have been enrolled in any of the Pre-Induction Courses that are being given in the high schools has been prepared by the Department of Public Instruction and printed by the State School for the Deaf at Morganton. Many schools will be interested in giving certificates of this kind to pupils who have completed courses in Pre-Flight, Special Mathematics or any

of the several Pre-Induction courses in electricity, radio, machines and the like. The form which has been prepared is headed "Certificate of Proficiency." There are blank spaces for the title of the course, the length, the name of the instructor and the name of the principal. The following prices have been set: 100—\$1.10; 200—\$1.70; 300—\$2.25; 400—\$2.75; 500—\$3.20; additional quantities \$.45 per 100. For further information communicate with Mr. O. W. Underhill, State School for the Deaf, Morganton, N. C.

## High School Enrollment Decreases

The enrollment in high school, grades 8-12, for the session 1941-42 shows a drop for the first time since the public high school program began, it is learned from a summary of the reports of high school principals. The 1941-42 enrollment was 209,557, while the enrollment for 1940-41 was 211,896. Most of the decrease was in the eighth grade.

There were 982 high schools in North Carolina during the session 1941-42. Of these 909 were accredited, 117 of the number being in Group I with a term of 180 days.

The number of high schools for white pupils is 753; for Negroes 229. Of the 909 accredited high schools, 729 are for white children and 180 for Negroes.

In spite of the slight decrease in enrollment in the high school the number of graduates in 1941-42 was almost 500 greater than for the session 1940-41. The graduates totaled 31,533.

## Evaluation of Pamphlet Services Made By ALA

A special committee of six school librarians has released its report on a survey of "pamphlet services." The report "Free and Inexpensive Materials" appears as the October number of the American Library Association's quarterly *Subscription Books Bulletin*, which, since 1930, has evaluated subscription books, encyclopedias, and other reference-type books for librarians, teachers and other book-buyers.

With the increase in output of free and inexpensive pamphlets, charts, and other teaching materials in recent years, there has been a corresponding increase in the number of so-called "pamphlet services," which are intended to keep teachers, school librarians and administrators informed concerning the existence and acquisition of this non-book type of material. Some of these pamphlet services have admirably served the needs of educators—some merely list available pamphlets under convenient subject headings, while others actually provide the pamphlets them-

(Continued on page 10)



# STATE SCHOOL FACTS

## Expenditures for Debt Service

"Debt Service" is the term used to indicate payments made to liquidate school indebtedness. In other words, the term indicates the funds used to repay money borrowed and includes both principal and interest.

In the main, the original money spent came from the sale of county and district bonds or from State Loan funds. These funds were used to improve the capital outlay—buildings, sites and equipment—of the schools. The money raised to repay these obligations, debt service, comes from taxes levied against the property in the area voted to issue the bonds or over the administrative unit as a whole.

Table I

This table shows the amounts expended yearly from 1926-27 to 1940-41 in the State as a whole toward the repayment of borrowed money. An examination of this table will show the trend in debt service payments according to the sources from which this money was borrowed.

The State Loan Funds column, for example, is irregular in amounts, ranging from \$1,225,088.23 in 1932-33 to \$2,503,480.09 in 1936-37. The low amount repaid in 1932-33 indicated the financial situation at that time rather than the amount due to be paid. Subsequently, some of these loans were refinanced and this fact taken with additional borrowings tended to increase the repayments that followed.

The debt service payments for the retirement of county bonds show a definite increasing trend since 1932-33. Debt service payments for district bonds, on the other hand, show a decrease within recent years. These trends are the result of a change in the method of financing the erection of new buildings from a district basis to the county unit plan. District bonds, except in city units, therefore, are gradually being retired.

There is less borrowing now from banks on a temporary basis for building purposes or in anticipation of taxes for the operation of the schools, the State appropri-

tion being larger, and so the interest payments for temporary loans has partially disappeared.

The total annual debt service payment is nearly \$7,000,000 at the present time, approximately \$2,000,000 greater than it was in 1926-27. The value of all public school property is appraised at \$121,239,237. The total long term indebtedness outstanding was \$58,741,007 in 1940-41, the lowest amount since 1928-29.

Tables II and III

These two tables show the amounts paid by the 100 county and 71 city administrative units for debt service during the year 1940-41. County units paid a total of \$4,385,425.44 toward the retirement of loans and bonds whereas city units expended \$2,578,415.36 during the same year.

Three county units, Avery, Camden and Swain, paid nothing for debt service during this year, according to the financial reports from these units. Two city units, Andrews and Murphy, made no debt service payments during this year.

Among county units the range in total payments for debt service was from \$156.00 made by Clay County to \$242,269.13 made by the Gaston County unit. Among city units, the lowest amount paid for this purpose was the \$1,450.00 paid by North Wilkesboro, whereas the largest payment, \$282,022.77, was made by the Greensboro unit.

As the totals for the tables show, the county units financed their capital outlay projects through the issuance of county bonds and by loans from the State. The expenditure for the repayment of county bonds for 1940-41 was \$2,318,997.07. Debt service payments to the State from county units amounted to \$1,785,948.96. Very few county units follow the practice of issuing district bonds at the present time. The largest repayment for bonds of this kind was made by Buncombe.

Among the city units, on the other hand, the issuance of district bonds, that is, bonds covering the city administrative unit, seems to be the most popular method of financing school building projects. Several of these city units, however, have been able to secure State loans, as the first column of table III shows. A total of \$117,362.30 was paid back during 1940-41 to help liquidate obligations due these funds. The sum of \$647,770.06 was used in retiring bonds issued in the name of the various counties for building projects in city units.

## II. EXPENDITURE FOR DEBT SERVICE, 1940-41, County Units

Unit	State Loan Funds	County Bonds	District Bonds	Rural Rehabilitation Corporation	Interest on Loans	Total
Alamance	\$ 43,351.64	\$ 25,623.13	\$		\$	\$ 68,974.77
Alexander	10,461.13	7,180.00				17,641.13
Alleghany	1,521.86					1,521.86
Ashe	23,476.04					23,476.04
Avery	213.50					213.50
Beaufort	21,414.51	1,802.00				24,406.51
Bertie	41,644.39	5,550.00				47,194.39
Bladen	16,980.39	48,300.26				65,280.65
Blount	4,117.23	10,466.10				14,583.33
Buncombe	14,267.90		129,767.18			144,035.08
Burke	14,267.90					14,267.90
Camden	21,780.00					21,780.00
Catawba	20,676.46					20,676.46
Cherokee	21,780.00					21,780.00
Clay	156.00					156.00
Clayton	21,780.00					21,780.00
Columbus	21,780.00					21,780.00
Crowley	21,780.00					21,780.00
Dalhart	21,780.00					21,780.00
Daviess	21,780.00					21,780.00
DeWitt	21,780.00					21,780.00
Durham	21,780.00					21,780.00
Edgecombe	21,780.00					21,780.00
Forsyth	21,780.00					21,780.00
Gaston	242,269.13					242,269.13
Greene	21,780.00					21,780.00
Guilford	21,780.00					21,780.00
Henderson	21,780.00					21,780.00
Hertford	21,780.00					21,780.00
Hoke	21,780.00					21,780.00
Johnston	21,780.00					21,780.00
Kanawha	21,780.00					21,780.00
Lenoir	21,780.00					21,780.00
Lincoln	21,780.00					21,780.00
Macon	21,780.00					21,780.00
Madison	21,780.00					21,780.00
Mann	21,780.00					21,780.00
Marion	21,780.00					21,780.00
Mecklenburg	21,780.00					21,780.00
Mitchell	21,780.00					21,780.00
Montgomery	21,780.00					21,780.00
Morgan	21,780.00					21,780.00
Murray	21,780.00					21,780.00
Nash	21,780.00					21,780.00
North Carolina	4,385,425.44	2,578,415.36				6,963,840.80

## I. EXPENDITURES FOR DEBT SERVICE (Sinking Fund, Principal and Interest)

Year	State Loan Funds	County Bonds	District Bonds	All Other Debt Service	Interest on Loans	Total
1926-27	\$1,610,710.08	\$ 542,480.40	\$2,089,454.37	\$89,288.23	\$15,081.75	\$4,850,014.83
1927-28	1,687,804.65	1,205,041.65	2,099,084.76	45,166.01	192,995.11	5,230,092.16
1928-29	1,841,910.55	1,069,557.51	2,603,636.66	11,947.11	5,689,081.93	5,689,081.93
1929-30	1,842,006.52	1,261,117.37	2,870,791.83	39,197.45	6,200,641.57	6,200,641.57
1930-31	1,673,443.50	1,449,422.92	2,811,215.04	21,112.75	6,048,306.87	6,048,306.87
1931-32	1,718,037.34	1,454,730.57	2,728,688.88	59,903.44	5,967,779.33	5,967,779.33
1932-33	1,225,088.23	1,026,687.32	2,400,497.85	38,369.30	4,690,647.70	4,690,647.70

\* Includes requirements to the State Literacy Fund, Special Building Funds, and the Rural Rehabilitation Corporation. III. EXPENDITURE FOR DEBT SERVICE, 1940-41, City Units



1939-40.....	\$1,763,380.01	2,917,740.05	2,122,695.99	5,925.66	6,809,941.71
1940-41.....	\$1,917,701.65	2,966,767.13	2,073,938.12	5,433.90	6,963,840.80
* Includes repayments to the State Literary Fund, Special Building Funds, and the Rural Rehabilitation Corporation.					

### III. EXPENDITURE FOR DEBT SERVICE, 1940-41, City Units

Unit	State Funds	County Bonds	District Bonds	Rural Corporation	Interest on Loans	Total
Albemarle.....	\$.....	\$ 17,555.00	\$.....	\$.....	\$.....	\$ 17,555.00
Andrews.....	.....	7,750.00	.....	.....	.....	7,750.00
Asheboro.....	.....	.....	98,444.50	.....	.....	98,444.50
Burlington.....	.....	24,900.00	6,575.00	.....	.....	31,475.00
Canton.....	1,700.00	22,990.00	.....	.....	.....	24,690.00
Chapel Hill.....	862.50	6,520.00	7,690.24	.....	.....	15,072.74
Charlotte.....	7,968.75	50,467.50	120,400.23	.....	.....	178,836.48
Cherryville.....	.....	11,750.00	.....	.....	.....	11,750.00
Clinton.....	1,520.00	3,620.00	.....	.....	.....	5,140.00
Concord.....	.....	1,736.36	17,190.00	.....	.....	18,926.36
Durham.....	.....	6,226.25	141,705.35	.....	.....	147,931.60
Edenton.....	.....	7,180.00	.....	.....	.....	7,180.00
Elizabeth City.....	2,010.00	7,620.88	28,173.11	.....	.....	37,803.99
Elm City.....	840.00	.....	.....	.....	.....	840.00
Enfield.....	1,816.00	8,150.00	102.00	.....	.....	9,968.00
Fairmont.....	2,089.63	4,620.00	.....	.....	.....	6,709.63
Fayetteville.....	.....	89,245.38	2,922.04	.....	.....	92,167.42
Franklin.....	327.00	.....	6,310.55	.....	.....	6,637.55
Fremont.....	.....	60,250.00	.....	.....	.....	60,250.00
Gastonia.....	3,750.00	2,250.00	.....	.....	.....	6,000.00
Glen Alpine.....	.....	1,450.00	41,554.21	.....	.....	43,004.21
Goldboro.....	1,840.48	16,500.00	265,246.77	.....	.....	183,585.25
Greensboro.....	.....	.....	20,080.00	.....	.....	20,080.00
Greenville.....	6,641.51	13,040.00	.....	.....	.....	19,681.51
Hamlet.....	2,700.00	37,450.00	.....	.....	.....	39,150.00
Henderson.....	1,520.00	.....	11,560.10	.....	.....	13,080.10
Hendersonville.....	.....	38,700.00	128,827.90	.....	.....	167,527.90
Hickory.....	.....	11,500.00	.....	.....	.....	11,500.00
High Point.....	2,280.00	3,550.00	.....	.....	.....	5,830.00
Kannapolis.....	4,266.53	1,963.90	.....	.....	.....	6,230.43
Kings Mt.....	1,818.75	.....	13,260.00	.....	.....	15,078.75
Kinston.....	.....	.....	54,343.75	.....	.....	54,343.75
Laurinburg.....	.....	14,527.00	.....	.....	.....	14,527.00
Leaksville.....	6,169.13	2,970.00	18,719.46	.....	.....	27,858.59
Lenoir.....	.....	.....	17,803.16	.....	.....	17,803.16
Lexington.....	.....	667.50	38,835.00	.....	.....	39,502.50
Lincolnton.....	.....	9,500.00	16,425.00	.....	.....	25,925.00
Lumberton.....	.....	.....	7,539.63	.....	.....	7,539.63
Madison.....	174.00	.....	.....	.....	.....	174.00
Marion.....	1,125.00	9,875.00	.....	.....	.....	11,000.00
Monroe.....	594.00	12,492.50	.....	.....	.....	13,086.50
Mooreville.....	3,801.83	.....	52,989.86	.....	.....	56,791.69
Morganton.....	4,484.25	1,980.00	9,390.00	.....	.....	15,854.25
Morven.....	7,763.75	.....	17,615.00	.....	.....	25,378.75
Mount Airy.....	.....	.....	.....	.....	.....	.....
Murphy.....	.....	.....	.....	.....	.....	.....
New Bern.....	.....	12,350.00	12,575.00	.....	.....	24,925.00
Newton.....	.....	.....	.....	.....	.....	.....
N. Wilkesboro.....	.....	13,134.40	1,450.00	.....	.....	14,584.40
Oxford.....	5,250.60	.....	.....	.....	.....	5,250.60
Pinehurst.....	4,033.13	3,300.00	.....	.....	.....	7,333.13
Raleigh.....	.....	3,470.00	154,351.51	.....	.....	157,821.51
Red Springs.....	.....	5,540.00	.....	.....	.....	5,540.00
Reidsville.....	.....	11,187.50	34,162.54	.....	.....	45,350.04
Roanoke Rapids.....	3,400.00	15,500.00	50,015.31	.....	.....	70,915.31
Rockingham.....	.....	13,350.00	48,566.10	.....	.....	61,916.10
Rocky Mount.....	6,620.00	2,920.00	44,421.25	.....	.....	53,961.25
Salisbury.....	.....	8,097.89	28,165.00	.....	.....	36,262.89
Shelby.....	2,385.10	.....	32,484.33	.....	.....	34,869.43
Sou. Pines.....	2,025.00	.....	11,311.25	.....	.....	13,336.25
Statesville.....	816.00	6,650.00	20,510.00	.....	.....	28,076.00
Tarboro.....	.....	.....	.....	.....	.....	.....
Thomasville.....	6,276.10	.....	4,980.00	.....	.....	11,256.10
Tryon-Sula.....	2,845.00	.....	30,099.03	.....	.....	32,944.03
Wadesboro.....	.....	.....	8,614.50	.....	.....	8,614.50
Washington.....	1,515.63	51,200.00	.....	.....	.....	52,715.63
Weldon.....	1,360.00	.....	161,870.11	.....	.....	163,230.11
Wilson.....	.....	.....	.....	.....	.....	.....
Winston-Salem.....	.....	.....	.....	.....	.....	.....
TOTAL.....	\$117,362.30	\$647,770.06	\$1,812,898.29	\$.....	\$384.71	\$2,578,415.36

Chatham.....	17,895.21	.....	.....	.....	.....	17,895.21
Cherokee.....	.....	2,160.00	.....	.....	.....	2,160.00
Chowam.....	.....	21,790.64	.....	.....	.....	21,790.64
Cleveland.....	.....	20,676.46	.....	.....	.....	20,676.46
Columbus.....	.....	3,706.18	.....	.....	.....	3,706.18
Craven.....	.....	40,842.18	.....	.....	.....	40,842.18
Cumberland.....	.....	3,341.85	.....	.....	.....	3,341.85
Currituck.....	.....	908.32	.....	.....	.....	908.32
Dare.....	.....	19,685.54	.....	.....	.....	19,685.54
Davidson.....	.....	12,388.88	.....	.....	.....	12,388.88
Davie.....	.....	26,253.88	.....	.....	.....	26,253.88
Duplin.....	.....	11,778.97	.....	.....	.....	11,778.97
Durham.....	.....	16,254.00	.....	.....	.....	16,254.00
Edgecombe.....	.....	11,860.00	.....	.....	.....	11,860.00
Forsyth.....	.....	11,215.00	.....	.....	.....	11,215.00
Franklin.....	.....	17,024.90	.....	.....	.....	17,024.90
Gaston.....	.....	23,431.63	.....	.....	.....	23,431.63
Gates.....	.....	7,723.55	.....	.....	.....	7,723.55
Graham.....	.....	5,821.31	.....	.....	.....	5,821.31
Granville.....	.....	51,634.00	.....	.....	.....	51,634.00
Greene.....	.....	20,208.74	.....	.....	.....	20,208.74
Guilford.....	.....	37,802.99	.....	.....	.....	37,802.99
Halifax.....	.....	9,264.14	.....	.....	.....	9,264.14
Harnett.....	.....	40,365.22	.....	.....	.....	40,365.22
Haywood.....	.....	25,915.47	.....	.....	.....	25,915.47
Henderson.....	.....	5,834.16	.....	.....	.....	5,834.16
Hertford.....	.....	16,733.25	.....	.....	.....	16,733.25
Hoke.....	.....	5,056.69	.....	.....	.....	5,056.69
Hyde.....	.....	3,249.04	.....	.....	.....	3,249.04
Iredell.....	.....	6,310.55	.....	.....	.....	6,310.55
Jackson.....	.....	64,000.00	.....	.....	.....	64,000.00
Johnston.....	.....	5,292.50	.....	.....	.....	5,292.50
Jones.....	.....	16,897.50	.....	.....	.....	16,897.50
Lee.....	.....	1,632.00	.....	.....	.....	1,632.00
Lenoir.....	.....	10,031.35	.....	.....	.....	10,031.35
Lincoln.....	.....	19,906.77	.....	.....	.....	19,906.77
Macon.....	.....	3,855.89	.....	.....	.....	3,855.89
Madison.....	.....	23,840.00	.....	.....	.....	23,840.00
Marion.....	.....	14,679.46	.....	.....	.....	14,679.46
McDowell.....	.....	9,919.51	.....	.....	.....	9,919.51
Mecklenburg.....	.....	29,254.13	.....	.....	.....	29,254.13
Mitchell.....	.....	8,679.14	.....	.....	.....	8,679.14
Montgomery.....	.....	23,444.03	.....	.....	.....	23,444.03
Moore.....	.....	6,902.25	.....	.....	.....	6,902.25
Murphy.....	.....	22,645.97	.....	.....	.....	22,645.97
New Hanover.....	.....	10,444.56	.....	.....	.....	10,444.56
Northampton.....	.....	30,132.17	.....	.....	.....	30,132.17
Onslow.....	.....	16,610.93	.....	.....	.....	16,610.93
Orange.....	.....	6,968.63	.....	.....	.....	6,968.63
Pamlico.....	.....	6,270.31	.....	.....	.....	6,270.31
Pasquotank.....	.....	8,825.75	.....	.....	.....	8,825.75
Pender.....	.....	10,514.77	.....	.....	.....	10,514.77
Perquimans.....	.....	13,802.38	.....	.....	.....	13,802.38
Person.....	.....	8,423.77	.....	.....	.....	8,423.77
Pitt.....	.....	21,024.57	.....	.....	.....	21,024.57
Polk.....	.....	76,316.71	.....	.....	.....	76,316.71
Randolph.....	.....	25,707.25	.....	.....	.....	25,707.25
Richmond.....	.....	20,236.63	.....	.....	.....	20,236.63
Robeson.....	.....	17,683.64	.....	.....	.....	17,683.64
Rockingham.....	.....	10,890.75	.....	.....	.....	10,890.75
Rowan.....	.....	17,058.26	.....	.....	.....	17,058.26
Rutherford.....	.....	27,545.27	.....	.....	.....	27,545.27
Sampson.....	.....	14,394.46	.....	.....	.....	14,394.46
Scotland.....	.....	4,811.00	.....	.....	.....	4,811.00
Stanly.....	.....	30,862.20	.....	.....	.....	30,862.20
Stokes.....	.....	15,683.00	.....	.....	.....	15,683.00
Surry.....	.....	4,890.00	.....	.....	.....	4,890.00
Swain.....	.....	18,326.14	.....	.....	.....	18,326.14
Transylvania.....	.....	8,900.00	.....	.....	.....	8,900.00
Tyrrell.....	.....	39,547.99	.....	.....	.....	39,547.99
Union.....	.....	5,025.00	.....	.....	.....	5,025.00
Vance.....	.....	32,484.33	.....	.....	.....	32,484.33
Wake.....	.....	18,777.25	.....	.....	.....	18,777.25
Warren.....	.....	20,510.00	.....	.....	.....	20,510.00
Washington.....	.....	11,256.10	.....	.....	.....	11,256.10
Wayne.....	.....	10,937.50	.....	.....	.....	10,937.50
Wilkes.....	.....	30,099.03	.....	.....	.....	30,099.03
Wilson.....	.....	10,130.13	.....	.....	.....	10,130.13
Yadkin.....	.....	52,560.00	.....	.....	.....	52,560.00
Yancey.....	.....	161,895.52	.....	.....	.....	161,895.52
TOTAL.....	\$1,785,948.96	\$2,318,997.07	\$261,039.83	\$14,390.39	\$5,049.19	\$4,385,425.44



# Notes (Continued)

(Continued from page 7)

selves, thereby reducing a large part of the acquisition costs.

Some, unfortunately, are costly and do not actually provide all the services that are claimed for them; some are difficult to use or fail to describe adequately the material that is indexed; and some even list as free, material that is actually not available, and librarians and teachers find themselves wasting time, letters, and postage writing futile requests.

The present report is a detailed evaluation of the various pamphlet services. Each is described in a separate review, and, it might be mentioned, some of the services listed are definitely not recommended. Copies of the October issue of SUBSCRIPTION BOOKS BULLETIN may be procured at 50c each from American Library Association, Chicago.

## Awards and Citations Offered for Classroom Use of Radio

The fourth annual classroom-use-of-radio competition will close November 1, 1943. Entries will be judged by a committee appointed by the Executive Committee. Awards and citations will be made at the Conference. Winning utilization procedures in the 1941 and 1942 contests have been published under the title, UTILIZATION PROCEDURES AS REPORTED BY THE CLASSROOM TEACHER. This booklet may be obtained from the Conference office, upon payment of 50c.

### Rules of the Contest

1. The description of the utilization procedure should be organized around the pre-broadcast classroom activities as follows:
  - (a) Describe in not more than one hundred words your approach to the inclusion of the broadcast in your class schedule.
  - (b) Describe in not more than two hundred words the assimilation and integration (your follow-up activities) of the program.
2. Handbook page or paragraph describing the broadcast must accompany your entry. All entries must be submitted typed on one side of 8½ x 11 paper.
3. All entries must be submitted before November 1, 1943 to the INFORMATION EDITOR, Room 701, 228 N. La Salle Street Chicago, Illinois.
4. Awards and citations will be made at the School Broadcast Conference to be held in Chicago in 1943.

Information regarding entries may be had from School Broadcast

## American Education Week 1943

### OFFICIAL PROGRAM

GENERAL THEME: *Education for Victory*

Sunday, November 7—Education for World Understanding.

Monday, November 8—Education for Work.

Tuesday, November 9—Education for the Air Age.

Wednesday, November 10—Education to Win and Secure the Peace.

Thursday, November 11—Education for Wartime Citizenship.

Friday, November 12—Meeting the Emergency in Education.

Saturday, November 13—Education for Sound Health.

Conference headquarters, George Jennings, Acting Director, 228 N. La Salle Street, Chicago.

## International Education Office Proposed

A forward step has been taken in bringing about an International Education Office. Proposed by the NEA Commission for the Defense of Democracy through Education, the proposal is now being carried forward by the United States Committee on Educational Reconstruction (2 W. 45th Street, New York, N. Y.).

The purpose of the International Education Office, if it comes to pass, would be to formulate broad educational aims and methods which would inculcate the spirit and practice of democracy in all peoples of all nations.

The plan is to have the Office functioning at the end of the war, so that it will be ready to propose educational patterns for the United Nations as well as for the people which had been opposing them.

Interested in this plan are the State Department and the Office of Foreign Relief and Rehabilitation Operations, headed by Herbert Lehman, former New York State Governor.

## Cardinal Named as State Bird

The Cardinal is now the official State Bird of North Carolina in accordance with an act ratified March 8th by the General Assembly.

The canvass to determine the preferred State Bird was carried on by papers, magazines, clubs and other groups. As soon as the Legislature met, Miss Grace Anderson, of Statesville, former President of the N. C. Bird Club, and Mrs. Roxie Collie Simpson, of Raleigh, Secretary of the Club, began to round up the votes. Results were gratifying in that 22,027 individuals and

36 groups participated. Those more popular species received votes as follows: Cardinal, 4,547 plus 8 groups; Dove, 3,255 plus 5 groups; Red-headed Woodpecker, 2,543 plus 3 groups; Bob White, 2,279 plus 1 group; Bluebird, 2,218 plus 4 groups; Scarlet Tanager, 2,156 plus 8 groups.

Thirty-five species were named by the voters, a few of them receiving only one vote. The English Sparrow was the choice of four; one group voted for the Buzzard; one voted for the "Big Hawk"; and one for the Plymouth Rock Chicken.

On pages 343 of the recently published *Birds of North Carolina* the following description is given of our new feathered representative: "Male with throat and region around base of bill black; rest of plumage bright rosy-red; bill red; head crested. Female: much duller with the red confined to the crest, wings, and tail; the upperparts otherwise mostly brownish ash; and underparts ochraceous buff. Length 7.50 - 9.25; wing 3.50 - 4.00; spread 10.50 - 12.37; tail 3.90 - 4.60"

## Two Mimeograph Bulletins Issued

Two mimeographed bulletins, *Maps and Globes* and *Supplementary Texts for High School Courses in General Mathematics and Pre-Flight*, were prepared and mailed recently to superintendents and principals by the Division of Instructional Service of the Department of Public Instruction.

The first of these bulletins, according to a covering letter by Dr. J. Henry Highsmith, Director of the Division, gives information about maps and globes for use in accredited schools. Attention is called to the new requirements which become effective for the 1943-44 school term.

The second-named bulletin gives the titles, authors, and publishers of textbooks recently adopted by the State Board of Education for use in connection with courses offered in the High School Victory Corps Program. They include new adoptions in the fields of general mathematics (refresher course), aviation, trades and industries, social studies, science, business, agriculture and home economics, and physical fitness. These textbooks may be obtained from the Textbook Commission, Raleigh.

## Steps in Employment of Teachers and Principals Outlined

In order that the proper procedure may be followed in the election of teachers for the next school year in accordance with the law, the various steps necessary to be taken are outlined, as follows:

1. In case of new teachers and principals:





## Victory Corps Work Being Done At Burlington High School

(1-Top left) Beginning the obstacle course; (2-Bottom left) Guards on duty; (3-Top right) Land Service Division; (4-Middle right) Air Service Division; (5-Bottom right) Guards, 80 strong.

- a. Application in writing must be made to the superintendent.
  - b. The district committee elects the principal, subject to the approval of the county superintendent and county board of education.
  - c. The principal nominates the teachers.
  - d. The committee elects the teachers, subject to the approval of the county superintendent and the county board of education.
  - e. In case of disagreement of principal and committee, the county board shall make the final selection.
  - f. In city units teachers and principals are elected by the board of trustees upon recommendation of the city superintendent.
  - g. There must be written contracts on forms furnished by the State Superintendent of Public Instruction.
2. *In case of teachers and principals now employed:*  
Contract remains in force for ensuing year unless:
- a. Notified by superintendent by registered letter of rejection prior to close of school term.
  - b. Approval or disapproval of rejection must be made by governing authorities of the administrative unit.
  - c. Acceptance of employment must be given by teacher or principal to the superintendent of schools within ten days after the close of school.
3. *Resignation of teachers and principals:*
- a. Teacher or principal desiring to resign must give not less than 30 days' notice in writing to the superintendent prior to opening of school in which employed.
  - b. Violation of this provision may deny principal or teacher the right to further service in the public schools for one year.
4. *Substitute teachers:*
- a. Substitute teachers may not be employed unless the regular teacher is ill.
  - b. The pay of substitute teachers shall not be less than \$3.00 per day.
  - c. Regular teachers may not pay for a substitute teacher for a period longer than 30 days unless governing administrative board approves further employment.

### 5. *Married teachers:*

"In the employment of teachers, no rule shall be made or enforced which discriminates with respect to the sex, marriage, or non-marriage of the applicant."

## War Film Information Given in OWI Catalog

Motion pictures are playing an increasingly important job in this war—in training our soldiers and sailors, in teaching the skills of machine shops and assembly lines, and in bringing to the American people essential war information. A complete list of these films, produced by the United States Government, is now available in a new OWI publication, A LIST OF U. S. WAR INFORMATION FILMS.

Prepared by the Bureau of Motion Pictures of the Office of War Information, the catalog lists some 200 films, most of them 16mm sound pictures, which are available to interested American audiences through OWI, the Army and Navy, Office of Education, and other Government agencies.

All the wartime films of the U. S. Government—except the combat training films of the Army and



Navy—are listed in the OWI catalog. Replacing the August issue, the new publication contains information up-to-date through November. The films of each agency—war films for war use—are described briefly, and the *Where* and *How* they may be obtained are explained. For copies of A LIST OF U. S. WAR INFORMATION FILMS, write the Bureau of Motion Pictures, Office of War Information, Washington, D. C.

## Audubon Society Offers Material for Bird Study

Audubon Junior Clubs offer an inexpensive means of obtaining excellent teaching material on bird study. Dues of ten cents (10c) per child, in groups of ten or more children per school year (September to June), brings the following interesting supplies:

- A. For every child
  1. A bird membership button.
  2. 6 four-page bird leaflets, by Roger Tory Peterson.  
*Junior edition* with large type and simplified text for elementary grades.  
*Senior edition* with smaller type and longer text for secondary schools.
  3. 6 full page color plates of birds described in the leaflets.
  4. 6 outline drawings for coloring (*supplied with Junior edition leaflets ONLY*).
- B. For every club
 

"News on the Wing" — club newspaper. Two issues each semester.

"Things to Do?" — a special leaflet packed with practical suggestions for club activities.
- C. For clubs of 25 or more members
 

Audubon Magazine—three issues each semester.

The National Audubon Society will gladly send materials at once to any teacher sending dues for 10 or more children. Write to Junior Clubs Department, National Audubon Society, 1006 Fifth Avenue, New York City.

## Federal Reserve Bank Issues Booklet on Money

A booklet entitled "Your Money and the Federal Reserve System" has been issued by the Federal Reserve Bank of Minneapolis which may be obtained in quantity at 15 cents per copy. The booklet is illustrated and is prepared especially for the use of secondary schools. Dr. Studebaker, U. S. Commissioner of Education, says, "It seems to me that the bulletin would be of real interest and value to high school students who are studying economics courses."

## ERWIN REVIEWS 1943 SCHOOL LEGISLATION

### Says New Laws Will Have Far Reaching Effects

The school legislation passed by the 1943 Session of the General Assembly is more significant and favorable to public education than that enacted by any preceding Legislature, according to State Superintendent Clyde A. Erwin, in his review of the acts concerning public education. "In my opinion," Superintendent Erwin stated, "this General Assembly was definitely school-minded. It passed several laws that will have far-reaching effects upon the public schools and upon the future welfare of the State in general."

1. The law providing for a State-wide school term of nine months puts North Carolina on a par with most other states in the matter of school term and gives the boys and girls in those units that request the longer term an opportunity of attending school for the same period of time now enjoyed only by those in units which have voted special taxes in support of the nine months term. This law, therefore, provides the means for the final equalizing of the school term for all the children of the State regardless of the wealth of the unit in which a child happens to live. I am of the opinion that a majority of the units will elect to operate their schools for the full nine months term the first year, and within a year or two we shall have a uniform school term of nine months throughout the State. This, then is an accomplishment for which we as parents and educators can well thank the General Assembly of 1943.

2. The "War Bonus" provision of the appropriation act gives definite relief to the teachers and other school employees in the matter of salaries. I am of the opinion that this bonus when taken with the additional month provided for will result in a worthwhile gain in this respect. In addition to the salary increases provided in these ways, \$250,000 was appropriated for the first year and \$500,000 the second year for the purpose of further decreasing the differential existing between salaries for white and Negro teachers.

3. Another law was enacted providing for an amendment to the Constitution as it relates to the organization of the State Board of Education. This law was passed at the request of the Governor in fulfillment of his promise prior to the vote last November on the adoption of the amendment at that time to provide for a second amendment with reference to the State Board of Education which would more nearly meet the approval of the voters of the State. I believe that the second amendment provided for should be supported by every citizen eligible to vote. It will, if passed, correct many of the faults of the present article and make

possible a better organization for the operation of the State public school system.

4. In addition to the provision for a ninth month, the School Machinery Act was amended in a number of other instances, the more important of which were the following:

(a) To permit the Governor to reduce the term to 170 days, "if in his opinion the revenues decrease to such an extent that such action would be justified."

(b) To permit teaching on Saturday and legal holidays if the needs of agriculture or other conditions make it desirable.

(c) To permit a district or administrative unit having a school population of 1000 or more to vote taxes to operate the schools on a higher standard or to employ additional vocational teachers or both.

(d) To permit the allotment of teachers "on the basis of the average daily attendance figures of the continuous six months period of the preceding year during which continuous six months period the average daily attendance was highest."

(e) To permit union schools having four teachers or less during 1942-43 to be allotted not less than the same number where the reduction in enrollment is shown to be temporary.

(f) To extend the life of teachers certificates to 1944.

(g) To provide for the approval or disapproval of the governing authorities of the administrative unit in case a teacher is rejected by the local committee.

(h) To provide that the pay of substitute teachers shall not "be less than" three dollars a day.

(i) To provide for a study of "the question of consolidation of administrative units."

5. The Retirement Act was also amended in several respects, namely:

(a) The Board of Trustees was given authority to adopt rules and regulations to prevent injustices and inequalities which might otherwise arise in the administration of the act.

(b) Provision was made for the reinstatement of State employees who entered the armed services between Sept. 16, 1940 and Feb. 17, 1941.

(c) Provision was made for the reemployment during the War emergency of persons who have retired on account of age.

(d) Provision was also made for membership in the Retirement System of "any person who has been a classroom teacher in the public schools of North Carolina for a total of twenty or more years, and who was not teaching" at the time the act was passed "shall be en-



titled to receive benefits under said Retirement Act for such services in the same manner and to the same extent as such twenty years of prior service would have entitled such teacher had he or she been teaching in the public schools at the time said Retirement Act became effective, and had chosen to become a member of the Retirement System, provided that (1) such former teacher was sixty-five years old or more on the effective date of this Act, or is now by reason of physical disability unable to teach; and (2) such former teacher, in the opinion of the Board of trustees . . . is without adequate means of support, either by lack of gainful employment, lack of income from property or inadequate support by husband or wife."

6. An amendment was provided extending the benefits of the present law providing educational advantages to orphans of World War I to orphans caused by the present war. This law provides for free tuition, room, board and other expenses in any of the State's educational institutions to all children of deceased World War veterans and to five children of disabled veterans.

7. The terms of office of the Textbook Commission and the State Committee on High School Textbooks, the committees that have charge of selecting the textbooks used in the public schools, were reduced from five years to one year and the remuneration for service on these two committees was set at \$5.00 per day and actual expenses incurred by such meetings.

8. Finally, the General Assembly passed the biennial act appointing county boards of education, several laws making slight changes in the law with reference to the transportation of school children, and an act abolishing the State School Commission, the State Textbook Commission, the State Board for Vocational Education and the State Board of Commercial Education and transferring the duties of each to the State Board of Education, were passed.

## Education Bills Introduced In 1943 General Assembly

Below is given a complete list of the bills introduced at the session of the General Assembly, which adjourned on March 10 at 12 o'clock. Those indicated by an asterisk (\*) were enacted into law as introduced, as amended, or the substitute under the same title.

### House Bills:

1. Introduced by Umstead. To extend the school term required by Article IX of the Constitution of North Carolina to embrace a total of 180 days of school.

12. Abernathy. To provide a twenty per cent increase in the salaries of the teachers, principals, and

superintendents in the public schools of North Carolina.

15. Mosely. To provide for sick leave with pay for every teacher or principal in the public school system of North Carolina.

27. Tompkins. To promote vocational education.

69. Allen, Arch T. Same as SB 29 below.

73. Davis, Rountree, Askew and others. To amend section 8 of chapter 358 of the Public Laws of 1939, as amended by section 3 of chapter 267 of the Public Laws of 1941, relating to the allotment of teachers.

\*82. Tompkins. To amend chapter 25 of the Public Laws of 1941 creating a Teachers' and State Employees' Retirement System in North Carolina so as to permit the reemployment of teachers and State employees who have retired on account of age.

121. Umstead and others. Same as SB 54 below.

202. Stone and others. To provide educational advantages for children of veterans of the present World War.

214. Reynolds, Loftin and Craig. To amend subsection 2 of section 5, chapter 25, of the Public Laws of 1941, creating the Teachers' and State Employees' Retirement System.

\*222. Caveness. To authorize the use of school buses for the transportation of the North Carolina State Guard or the National Guard to and from places of encampment when ordered by the Governor.

286. Reynolds and others. To amend subsection 1 of section 4 of chapter 25, of the Public Laws of 1941, creating the Teachers' and State Employees' Retirement System.

\*314. Stoney. To authorize the participation by the North Carolina School for the Deaf at Morganton in the free distribution of textbooks and the State Textbook rental system operated by the State of North Carolina.

321. Reynolds. To amend chapter 95 of the Consolidated Statutes of 1919 relating to the instruction on alcoholism and narcotism in the public schools of the State.

325. Bender. To amend chapter 25 of the Public Laws of 1941, creating a Teachers' and State Employees' Retirement System in North Carolina.

350. Reynolds. To amend section 1 of chapter 25 of the Public Laws of 1941 creating a Teachers' and State Employees' Retirement System.

\*351. Reynolds. To amend section 8 of chapter 25 of the Public Laws of 1941 creating the Teachers' and State Employees' Retirement System.

\*488. Bridger. To amend chapter 357 of the Public Laws of 1937 to provide for certification of school bus drivers by representatives designated by the Commissioner of Vehicles.

514. Reynolds. To amend the School Machinery Act, the same

being chapter 358, Public Laws of 1939 as amended.

515. Reynolds. To prohibit the establishment of secret organizations in the public schools of the State.

\*524. Allen, Arch T. To appoint certain members of the boards of education of the respective counties of North Carolina, fix their terms of office, and limit compensation at State expense.

528. Stewart and Edwards of Greene. To provide a system of compensation to school children of North Carolina for injuries or death caused by school bus accidents, and to provide for payment of such compensation.

532. Deal. To amend section 27 of chapter 358 of the Public Laws of 1939, the School Machinery Act, to increase the salary of adult school bus drivers.

\*547. Reynolds. To amend chapter 422 of the Public Laws of 1935, relative to the rental system for textbooks used in the public schools of the State.

548. Mrs. Cover and others. To provide a pension of \$30 per month for all teachers who have attained the age of 65 years, who are not eligible for membership in the Teachers' and State Employees' Retirement System, who have taught in the public school system of the State for at least 20 years, and who are not engaged in some gainful occupation.

578. McDonald. To amend chapter 358 of the Public Laws of 1939, as amended, known and designated as the School Machinery Act of 1939, as it relates to the election of principals for the schools of the various districts.

579. McDonald. To amend section 5761, Volume 3, of the Consolidated Statutes, as amended, relating to compulsory attendance in the public schools of the State.

757. Reynolds. To amend chapter 245, Public Laws of 1935, relating to compensation of school children killed and/or injured as a result of the operation of a school bus.

\*758. Reynolds. To amend chapter 265, Public Laws of 1925, relating to safety in the transportation of school children of North Carolina.

\*822. Reynolds. To amend chapter 358, Public Laws of 1939, relating to the disbursement of State school funds.

\*844. Tompkins. To provide a pension of \$30 per month for all teachers who have attained the age of 65 years, who are not eligible for membership in the Teachers' and State Employees' Retirement System, who have taught in the public school system of the State for at least 20 years, and who are not engaged in some gainful occupation.

857. Worthington. To amend the School Machinery Act of 1939 restricting the levy of local supplements for the ninth month school term.

### Senate Bills:

3. Leary. To extend the minimum



school term required by Article IX of the Constitution of North Carolina to embrace a total of one hundred and eighty days of school.

27. Johnson of Halifax. To amend chapter 25 of the Public Laws of 1941, creating a Teachers' and State Employees' Retirement System in North Carolina.

\*29. Brooks. To amend the Constitution for the organization of the State Board of Education.

\*54. Horton, Johnson of Duplin, Evans, Carlyle. To amend the School Machinery Act of 1939 to provide for a nine months school term.

72. Johnson of Halifax. To amend section 22½ of chapter 358 of the Public Laws of 1939, relating to the change of the enrollment age of children in the public schools.

\*84. Mitchell and Wade. To amend chapter 25 of the Public Laws of 1941 creating a Teachers' and State Employees' Retirement System in North Carolina, to permit the Board of trustees to make regulations preventing injustices and equalities not otherwise covered by the Act and to permit the re-employment of teachers and State employees who have been retired on account of age when needed during any emergency.

88. Taylor, Cherry and Blythe. To provide educational advantages for children of veterans of the present World War.

\*162. Cherry and Taylor. To amend chapter 242 of the Public Laws of 1937, same being "An act to provide educational advantages in State institutions to World War orphans."

\*239. Horton. To amend the School Machinery Act, the same being chapter 358, Public Laws of 1939 as amended.

\*258. Matheny. To authorize the State Board of Education to sell notes, obtained from loans made from the State Literary Fund, to the Board of Trustees of the Teachers' and State Employees' Retirement System of North Carolina.

\*281. Horton. To abolish the State School Commission, the State Text-book Commission, the State Board for Vocational Education and the State Board of Commercial Education, and to transfer their powers, functions, and duties to the State Board of Education created by the Constitutional amendments adopted in 1942 and to provide for the powers, functions and duties of said newly created State Board of Education in keeping with the provisions of the Constitutional amendments.

\*284. Mitchell. Providing that upon the extension of the corporate limits of any municipality, coterminal boundaries of city administrative units shall be likewise extended.

\*337. Horton. To amend sections 5735 and 5737 of Volume III of the Consolidated Statutes and chapter 359 of the Public Laws of 1931, re-

(Continued on page 16)

# Tar Heel Educators

By Geraldine Coburn of The North Carolina Historical Commission

## Edward Kidder Graham

Edward Kidder Graham loved North Carolina, and because he loved the State and believed in its many possibilities he wished to render it every service possible. Although he served only five years as acting-president and president of the University of North Carolina, during that time he lived up to the statement he made in his inaugural address, "that a state university was not a thing apart, but the best instrument yet devised through which a state could serve itself." Every concern of the State's was in part an immediate concern for the State University, whose campus consisted of the entire area of the State. He never stopped to consider what obligations the State owed the University. Instead, he considered what the University owed the State, and under his administration the people of the State came to accept the University as "the instrument of democracy for realizing all the high and healthful aspirations of the democratic state."

Graham, who was born in Charlotte, on October 11, 1876, was from an old North Carolina family, and his ancestors had been leaders in fields of education and government since the earliest settlers came to this country. It was only natural, therefore, that he too should be an educational leader. Before entering the University in 1894, he attended the city schools and the Carolina Military Institute of Charlotte. He had a bright mind, but he never strove for brilliancy. He finished second in his class at the University, won the senior oratorical prize, was secretary of Alpha Theta Phi (which has since been absorbed into the Phi Beta Kappa Society), served as editor-in-chief of the college newspaper, the *Tar Heel*, and also the University Magazine, but never did he boast of his ability or seek praise from anyone. He never had to, for his accomplishments spoke for themselves. After his graduation he taught for a short time in a private school in Charlotte, but in 1899 he returned to the University to serve successively as librarian, instructor, associate professor, professor, dean, acting-president, and president.

On June 25, 1908, he married Miss Susan Williams Moses of Raleigh. She also had a brilliant college and professional career, for she was a Phi Beta Kappa graduate of Cornell University and had obtained her master's degree from the same school.

When Graham became dean of the college of liberal arts in 1909, he was given the opportunity of putting into practice his democratic ideas of a self-governing campus where the students were placed on their honor to govern themselves. Someone has said that "The remarkable advance in education, health, public welfare, highway construction, and industry which North Carolina made in the two decades between 1910-1930 was due in large measure to the ideas to which Graham gave vivid expression as dean."

In 1914, the year that Graham became president, he established in the University the department of rural economics and sociology, helped in founding the North Carolina Club, a faculty-student organization for the consideration of state problems, and provided for the publication of the *University News Letter*, a weekly publication devoted to the study of North Carolina economic and social questions. He gave the University a "social-mindedness" which still endures.

Graham was one of the victims of the influenza epidemic of 1918. When he died he was serving as director of the Student Army Training Corps of the South Atlantic States, as trustee of the American University Union in Europe, as a member of the International Committee of the Young Men's Christian Association, and as a member of the educational committee of the Council of National Defense.

Today there stands on the University campus a memorial building which is a monument to Edward Kidder Graham. In a broader sense, however, the entire University is a memorial to him, for, under another Graham, the cousin of Edward Kidder, it is to a large degree the product of the liberal and progressive policies and the ideal of service which he fostered.



# Laws, Rulings and Opinions

## Exclusion of Pupils on Account of Marriage

*Reply to Inquiry:* Receipt is acknowledged of your letter of March 8, enclosing a letter from ..... of ....., North Carolina, of March 3, in which your opinion is asked as to whether or not the Board of Trustees of the ..... City Administrative Unit has the right to dismiss from school several young couples who were married during the school year, these pupils being about sixteen years of age, upon the grounds that the presence of these young married children in school is detrimental to the welfare of other pupils. He states that in some instances both the wife and the husband are attending school, and, in others, the wife married a soldier but is still attending school, and he inquires if there is any distinction between these cases.

Mr. ...., in his letter, refers to C. S. 5563 which provides that a pupil may be suspended who wilfully and persistently violates the rules of the school, or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school. This is the only statute which I find with direct reference to this question.

I am of the opinion that the school authorities would not have the right to dismiss from school the pupils referred to on account of the fact that they have gotten married during the school term, or to dismiss them entirely on account of the fact of marriage. In any particular case in which it is thought that the conduct of the pupil is such as to make his or her presence in the school a menace to the school, such pupil might be dismissed under authority of C. S. 5563. If the pupils had been lawfully married, the fact of marriage would not, in my opinion, in itself, be sufficient to justify the conclusion that they were a menace to the school. I can well appreciate the difficulties for the school which this situation may produce and the disorganization which might result from it, but, in my opinion, the dismissals must be considered purely from an individual basis and on the facts of any particular case.—Attorney General, March 10, 1943.

## Deaf Children; Attendance in Public Schools

*Reply to Inquiry:* You state that a child has been enrolled in one of the public schools in ..... County and that this child is almost totally deaf and dumb. You desire to know whether the principal has a right to refuse to accept

such a child when it is obvious that such child cannot profit by the instruction in the public schools.

Section 5764 of Michie's NORTH CAROLINA CODE OF 1939 ANNOTATED, as amended by Chapter 123 of the Public Laws of 1941, which deals with the North Carolina School for the Deaf at Morganton, provides:

"The board of directors shall, according to such reasonable regulations as it may prescribe, on application, receive into the school for the purposes of education all white deaf children resident of the State not of confirmed immoral character, nor imbecile, or unsound in mind or incapacitated by physical infirmity for useful instruction, who are between the ages of eight and twenty-three years: Provided, that the board of directors may admit students under the age of eight years when, in its judgment, such admission will be for the best interest of the applicant and the facilities of the school permit such admission. Only those who have been bona fide citizens of North Carolina for a period of two years shall be eligible to and entitled to receive free tuition and maintenance. The board of directors may fix charges and prescribe rules whereby non-resident deaf children may be admitted, but in no event shall the admission of non-residents in any way prevent the attendance of any eligible deaf child, resident of North Carolina. The board shall provide for the instruction of all pupils in the branches of study now prescribed by law for the public schools of the state and in such other branches as may be of special benefit to the deaf. As soon as practicable, the boys shall be instructed and trained in such mechanical pursuits as may be suited to them, and in practical agriculture and subjects relating thereto; and the girls shall be instructed in sewing, housekeeping, and such arts and industrial branches as may be useful to them in making themselves self-supporting."

It is my opinion, under the law as written, that the child about whom you inquire should attend the North Carolina School for the Deaf at Morganton and that the school authorities in ..... County would have a right to refuse to admit such child to the public schools of said county.—Attorney General, March 3, 1943.

## Gasoline

*Reply to Inquiry:* You have requested an interpretation relative to the effect of the ban on pleasure driving with respect to commencement exercises.

Section 8161 (d) of Ration Order 5C, as amended, provides that no

person to whom a basic ration has been issued may use or permit the use of such ration for any driving in the gasoline shortage area other than; (1) family or personal necessity driving for which no adequate alternative means of transportation are available, or, (2) occupational driving, or, (3) driving by Naval or military personnel on leave or furlough for the purpose of visiting relatives or making social calls. Occupational driving is not prohibited by this Section. Occupational driving includes driving in pursuit of a regular or recognized course of study. Participants in graduating exercises may attend on the basis that driving to attend such exercises by them may be considered as driving in pursuit of a regular or recognized course of study. Faculty members may attend graduating exercises. Visitors, including members of the family of the graduating parties, may attend only if they ride along with those who are eligible to attend.

Family or personal necessity driving includes driving for the purpose of attending religious services. It is our opinion that a baccalaureate sermon held as a part of graduating exercises may be considered a religious service, and that persons may use their basic ration for the purpose of attending such service, if there are no adequate alternative means of transportation available.

If Class Day exercises are held as a part of graduating exercises, it is our opinion that the participants and the faculty members may drive to attend such class Day exercises.

We have been requested by Mr. ...., of ....., North Carolina, to furnish an interpretation on the effect of this provision against pleasure driving on "debating team coaches", "declamation contest coaches", and "glee-club coaches", driving to the places where debates, declamation contests, or glee-club contests are held.

We are taking this opportunity to make an interpretation on this question submitted by Mr. .... in order that you, as well as he, may have the benefit of the same.

If a teacher was employed for the purpose of serving as a coach for debating teams, or declamation contestants, or glee-club contestants, and it is a part of the regular duties of such teacher to instruct and train these contestants, it is our opinion that Section 8161 (d) of Ration Order 5C, as amended, does not prohibit such coach from using a basic ration to attend debates, declamation contests, or glee-club contests, in which the pupils of such coach are to take part. If the coach may drive to such contests, he, or she, may take other persons with him, or her.—State Rationing Attorney, February 27, 1943.



## From The Past

### 5 Years Ago

"Lincolnton is to vote on a 20-cent levy in the near future for the extension of the school term.

"Raleigh goes to bat for the third time for a 17-cent rate. Sentiment favors this election, and it is believed that it will pass.

"The merchants of Goldsboro are donating foods for the purpose of making soups for those students of the school who are not able to pay for lunches.

"The Albemarle city unit has been authorized by the city board of education to add the 12th grade next year; 50 members of the present senior class have indicated they will return next year for the added instruction that this additional grade will afford.

"Demonstrations on visual education were given at a monthly meeting of Salisbury City school teachers."—*Public School Bulletin*, April, 1938.

### 10 Years Ago

"Everyone connected with the operation of public education at this time looks to the future either with expectancy or with trepidation. It is impossible to see clearly very far ahead. So many elements touch and effect the possibilities of the future that it becomes very difficult to determine what elements, what agencies, or what influences will determine the direction in which public education will move. Any plan comprehensive enough to provide for the education of all the children of the State can not be put immediately into operation, but must be dependent for completion upon constant building over a long period of time. During this process, however, every brick that is laid in the wall should fit into the general scheme; every advance undertaken in public education should be along roads which finally converge into a common objective; and every claim entered should be verified in the name of the children of the State. The dominant purpose, running through all of it, should be to make it unnecessary for the children to absorb the shock of the depression if any way can be found to save them."—A. T. Allen in the *Biennial Report of the Superintendent of Public Instruction*, 1930-1932.

### 40 Years Ago

"The total school fund from all sources except local taxes in 1903 was \$1,353,108.48.

"The total value of school property in 1903 was \$1,632,349.

"In 1903 the average school term in weeks was, white 16.7, colored 15.63.

"In 1903 the average monthly salary of white teachers was \$28.36 and of colored teachers \$22.63."—*Biennial Report of the Superintendent of Public Instruction*, 1902-1904.

## "I Was a Teacher"

Every day I am more convinced that I am where I belong; where I can make less money it is true, but where I can save more; where I am the happiest; where I am of the most service.

The eager youngsters who pass in and out of my classroom doors will have to suffer for the mistakes of this generation; I am convinced that the greatest contribution I can make to my country now is to prepare them for the difficulties of their adult life. If in the years of peace that follow this war I am asked, "What did you contribute toward our victory?" I shall be glad and proud to answer, "I was a teacher".—Beulah I. Hilblink, *Nebraska Educational Journal*.

## Education Bills

(Continued from page 14)

lating to the terms of office and per diem of the members of the Textbook Commission on elementary textbooks and the State Committee on high school textbooks.

\*356. Cherry and others. To amend chapter 25 of the Public Laws of 1941, known and designated as the Teachers' and State Employees' Retirement Act.

## Fifteenth Yearbook Issued

*Leadership at Work* is the title of the Fifteenth Yearbook of the Department of Supervisors and Directors of Instruction of the NEA, which has just been issued.

This book develops from the premise that a growing philosophy and a constructive plan of action must go hand in hand if educators are to make wise use of their opportunities for leadership. In a warring nation, looking toward a permanent peace, these opportunities have become responsibilities. That cooperation among teachers, pupils and the community is the key to effective leadership is convincingly illustrated by countless references to life situations where the elusive quality of leadership has been sought out and put to work. The impetus for useful leadership must spring from the educators themselves. Ways of developing teacher-leaders are carefully examined under such headings as cooperative administration, group problem solving, in-service education, community service as teacher education, workshop experience and other phases of personal and professional growth. The book comprises 248 pages and is priced at \$2.00.

## From The Press

**Newton.** Although there were an unusually large number of cases of sickness in the Newton-Conover school district last month (February), the general attendance record for the unit climbed one whole percentage point to 95.5, it was stated in a report from the superintendent's office.

**Raleigh.** A Victory Corps demonstration institute on wartime physical fitness was held last night (March 5) at Washington High School for Negro teachers and principals. The meeting was sponsored by the State Department of Public Instruction.

**Charlotte.** Decision to appeal to people of the community to make available for use in the schools typewriters which were manufactured before 1935, and thus release from the school system for use in the armed forces of the United States 50 typewriters urgently needed for this purpose, was reached by the Charlotte city school board yesterday (March 4).

**Burlington.** The evaluating committee of the Southern Association of Secondary Schools and Colleges visited the Jordan Sellars High School Thursday and Friday for the purpose of rating this school, it was announced this morning (March 6).

**Guilford County.** The county board of education yesterday (March 5) in monthly session in Supt. T. R. Foust's office adopted a resolution to sell the old Negro school site at McLeansville at public auction. The property is no longer used or needed for school purposes, it was stated.

**Burke County.** Two members of the Burke County Board of Education this week (March 1-6) ended a combined service record of sixty years and received from their fellow members a resolution of "appreciation for the unselfish service they have rendered."

**Salisbury.** "The 12-year school program places the schools of the State and Salisbury in the ranks of the progressive school systems of the nation," Sue Nash, supervisor of elementary instruction, told members of the Wiley Parent-Teacher Association which met in the school library Thursday afternoon.

**Lexington, Thomasville.** Lexington city schools will receive \$9,500 and Thomasville schools \$7,147.20 under a consent judgment against the board of county commissioners which has been placed on record here. The sums are in settlement for all claims for unpaid school funds for years up to and including the 1941-42 fiscal year.



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# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

DEAN R. B. HOUSE  
CHAPEL HILL, N. C.

MAY  
1943

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Volume VII

Number 9





# In This Issue

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

May 1, 1943

	Page
Superintendent's Letter .....	2
Calendar for May .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
Schools Urged to Buy Stove Pipes Now .....	4
Student Bus Drivers Account for Low Transportation Cost .....	4
Scholarships Will Be Awarded Children of World War Veterans .....	4
Pre-induction Business Training To Be Offered at Woman's College .....	4
Supt. Ross Issues Suggestions Concerning Grade Promotions .....	4
New State Board Meets and Organizes .....	4
Put Your Projector to Work For Your Country .....	5
Victory Corps Guidance Manual Issued .....	5
May 16 Designated "I am An American Day" (box) .....	5
Department Member Receives Honor .....	5
Duke to Hold Third Mathematics Institute, June 14-26 .....	5
War Production Board Issues CMP Regulation 5A .....	5
Time Limitation Eliminated from Tire Rationing Certificates .....	6
Biltmore College Sponsors High School Assembly .....	6
U. N. C. Teaches Military Hygiene .....	6
Woman's College Offers Summer Course in Typewriting and Bookkeeping .....	6
Summer School Plans for N. C. State College Announced .....	6
Two N. C. School Articles Appear in March "School Management" .....	6
Insurance Commissioner Cautions Schools Superintendents about Electrical Hazards .....	7
New Superintendents Elected .....	7
Federal Aid for Teachers Salaries .....	7
Fallston Principal Issues Unique Paper .....	7
Greenville Schools Aid in War Program .....	7
State School Facts .....	8-9
Notes (Continued)—	
Recent Government Publications .....	10
Food Distribution for Lunch Programs May Be Discontinued .....	10
Educational Experience Records Requested .....	10
Conference on Teacher Education Held .....	10
The Physical Fitness Program—Canton High School (picture) .....	11
Education in Other Countries—	
Latin America .....	12
Quarter Century of Soviet Education .....	12
England Has Dual System of Schools .....	12
Nazi Youth Leader Extols Dying for Hitler .....	12
Nazis Fail To Regiment Norway's Youth .....	12
Vocational Training for War Production Workers in North Carolina (box) .....	13
Tar Heel Educators .....	13
Laws, Rulings and Opinions .....	14-15
From the Past .....	16
Educational Opportunities (box) .....	16
Michigan College Offers Scholarship .....	16
From the Press .....	16

## To Superintendents, Principals and Teachers:

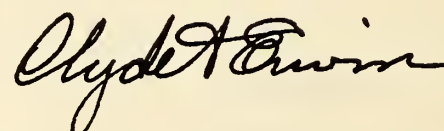
All of us are greatly disturbed about our teaching personnel. The situation has been extremely bad this year. Unfortunately we cannot hope to have much improvement next year. There are areas of teaching in which the teacher shortage is very acute. There are other areas in which teaching would be more effective if our preparation were better. Is there anything we can do? The summer school, it seems to me, is the agency which affords an opportunity where much may yet be done in preparation for the teaching responsibilities and demands of next year.

Only a casual examination of the teaching situation reveals many areas where summer school study would help to give a better corps of teachers for next year. Some of these areas are Mathematics, Science, Health Education, Industrial Education, Physical Education, Geography, Agriculture, Home Economics, Business Education, and Child Growth and Development.

There is always room at the top for those who continue their education. A very fruitful field of summer school study, therefore, is graduate work. Already we have the graduate teacher's certificate, one requirement for which is a master's degree. We also have the Principal's Certificate which requires a master's degree among other things. Now is a good time for both teachers and administrators to equip themselves for a larger type of service.

Most of the education that helps to win the war is also the kind of education needed for normal or peace times. This letter is written, therefore, to remind us all that, even in time of war, TEACHING is the most important function of a teacher; and to commend the fullest possible use of summer school study as a means of getting better prepared for the work of next year.

Yours very truly,



State Superintendent of Public Instruction

## Calendar for May

- 1—May Day—Child Health Day
- 2-9—Music Week
- 4—Horace Mann's birthday
- 5—Bird Day
- 9—Mother's Day
- 10—Confederate Memorial Day
- 16—"I am an American" Day (Americanization Day)
- 20—Mecklenburg Declaration of Independence
- 24-29—Poetry Week
- 30—Memorial Day

## Cover Picture

The school children of North Carolina can and are assisting our National Government in helping to win this War for the United Nations by participating in the campaign to sell war savings stamps. This campaign not only provides an opportunity for boys and girls to have a part in the worldwide fight for freedom; it also presents a splendid opportunity for the teaching of thrift, patriotism and other good character traits. In this picture the sixth grade pupils at the Coltrane Grammar School, Concord, have set up a War Stamp Booth, which they manage themselves and where any pupil may purchase stamps.



# North Carolina Public School Bulletin

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## Editorial Comment

### In 1955

In 1955, when that boy or girl who enters school this fall and makes normal progress graduates, he or she will have had 108 months of school as against 88 months received by the graduates of most North Carolina schools this year. In other words the 1955 high school graduate will have had 20 months more of instruction, two school years and two months, than this year's graduate—all because provision has been made, in 1941, for a twelve year program of instruction, and in 1943 for a nine months school term. Although the latter provision is optional with the local administrative unit, indications are now that application for operation of the ninth month will be made by practically all units.

If time means anything in training children, and we believe a longer period at least provides a broader opportunity for this training, then the boys and girls who enter school this fall are indeed fortunate. They will have more time in which to understand the purposes and meanings provided by the educative process. They will have another year of maturity of school life added by reason of the twelfth grade, and they will have an additional month each year in which to master the instructional program for that year. This time element should make a considerable difference in the product of the public high school.

### How Old Do You Have To Be To Love Your Country?

When the thirteen-year-old "boy" Marine asked on a recent radio pro-

gram, "After all, how old do you have to be to love your country?" it was a challenge thrown out to young Americans. Love of country is not the flag-waving commercialism that is flaunted when a country is at war, nor is it just sitting still *wishing* you were old enough to join the armed services. It's a lot of little things—things that take place from day to day, physical fitness, respect for people and laws, conscientious use of time, both at home and at school, obedience, and dependability.

Of course young Americans get a lump in their throats when they hear a stirring song, but do they really do anything about this love of country from day to day? The "boy" Marine certainly proved his patriotism. Such unreasonable steps aren't necessary for boys and girls to prove theirs. Merely doing their every day tasks to the best of their ability and not dodging opportunities are the best possible proofs. — *Bailey Bugle*, February 1943.

### Federal Aid for Education

There is now before Congress a bill known as the Thomas-Hill Bill —S. 637. This bill, if enacted into law, as now written, would provide for North Carolina (1) an emergency fund of \$7,179,600 to keep schools open and to adjust teachers salaries so as to encourage them to remain in their classrooms and (2) a fund of \$6,491,422 annually in order to equalize educational opportunities within the State.

That North Carolina can use these additional funds no one can truthfully deny. In order to have schools there must be teachers. If we are to have good schools, then it follows that there must be "good" teachers. And finally in order to have good teachers salaries sufficiently large enough and comparable with those of other professions must be provided to attract the good teachers.

True, for next year some relief has been provided by the General Assembly of 1943 to North Carolina teachers. This State has done well with its taxing power and the wealth at its disposal for the public school teachers. Even with this assistance, however, the average salaries paid teachers in this State are in the lower quartile of states. Teachers are continuously leaving the profession to accept employment that pays better salaries. In their place the schools have had to employ in many instances poorer teachers. To take care of the situation the State Board of Education has authorized the payment of these teachers on an emergency basis. These are the facts.

Now, if North Carolina could have Federal aid to the extent contemplated in S. 637, adjustments could be made in salaries paid teachers in this State and as a result there would be a tendency for

more of the better trained teachers to remain in the classroom. Then, too, with a part of these funds, some of the present inequalities could be eliminated.

The Federal Government selects the boys to fight this war in defense of the American way of life. It appears therefore, that it is equally as right and proper that this same government should aid in the training of these boys through the public schools for the protection of democracy either during peace or war. We, therefore, favor the passage of S. 637, and wish to suggest that you indicate your attitude by a letter to your senator and representative. It is believed by many that this bill has a good chance of passage, provided enough support can be mustered in its favor. For the sake of our children, let's help secure the enactment of this measure now!

### Tribute to a Superintendent

It would be difficult to find anywhere a more retiring man than Albert Shipp Webb who, at the end of 33 years of service, becomes superintendent emeritus of the Concord public schools.

And likewise it would be difficult to find a public servant who sought more diligently to do a good job, or who was more concerned with making his life a real contribution to the human weal.

There are those who felt that Mr. Webb was too retiring, too inclined to avoid publicity for himself and his schools but none of these ever questioned the sincerity of his programs.

Truth of the matter is he worked so harmoniously with all elements that he avoided noise and confusion and often the public misconstrued this silence to mean lack of progress or a sign of weakness.

They forgot that true progress and sincerity of purpose seldom enjoy the fanfare one usually associates with bluff.

The Concord schools have moved with the times. Their students have done as well as other students in institutions of higher learning. We have been accepted in high school circles as meeting all requirements for recognition.

In fact, to all matters challenging the public welfare he has given his time and talents, often and generously for he well knows that no person can successfully live within himself.

We are glad he will retain a position in the school system. We are certain the new superintendent, R. Brown McAllister, will find it wise and helpful to draw heavily from this man's vast store of knowledge gained through actual experience in 33 years of service.

And we are glad, too, that he will continue to live here. No city ever had too many Shipp Webbs. — *Concord Tribune*, April 11, 1943.



# Notes and Announcements

## Schools Urged to Buy Stove Pipes Now

All public schools and other State agencies should give serious consideration to the purchase of stove pipe and elbows covering their 1943-44 requirements, W. Z. Betts, Director of the Division of Purchase and Contract, recently stated upon receiving a communication from the War Production Board that such items "undoubtedly will be scarce next fall and the demand probably will be considerably greater because of increased conversion of oil heating units to coal operation in fuel-rationed states.

"Dealers and jobbers of these products," the WPB release further advised, "are urged, therefore, to place their orders early. It is contemplated that manufacturers will have a steady production throughout the year and the placing of early orders will help relieve the shipping situation in the fall months."

## Student Bus Drivers Account for Low Transportation Cost

Nearly 75 per cent of the State's 4,823 school busses are operated by high school students. The greatest percentage of these student drivers are boys. This year, however, in a number of localities where it has been impossible to secure qualified boys as drivers, girls have been employed. These student drivers have proven very satisfactory, because they are selected on the basis of alertness and dependability. Each driver is examined to determine his driving habits and ability to handle a school bus, and certificates of competency are awarded to those who pass the tests.

Student drivers are paid on a uniform schedule of \$12 per school month. But due to other operating costs, length of bus routes and condition of roads, the costs vary among the several administrative units. The average annual cost per pupil from State funds, however, was \$6.30 for the year 1941-42. The State average bus mile of operation cost was 8 cents.

## Scholarships Will Be Awarded Children of World War Veterans

Five scholarships in State educational institutions will be awarded to children of disabled World War veterans again this year by Superintendent Clyde A. Erwin. These scholarships are given each year by authority of an act passed by the General Assembly of 1941, which authorizes the State Superintendent of Public Instruction to designate

the five children who shall receive the scholarships. Superintendent Erwin has appointed A. B. Combs of the Department of Public Instruction, Professor Guy B. Phillips of the University of North Carolina and Dean E. L. Cloyd, N. C. State College, as a committee to make recommendations for the scholarships. Persons interested may secure the necessary information by writing to Superintendent Erwin.

## Pre-induction Business Training To Be Offered at Woman's College

At the request of the Business Education Service of the United States Office of Education, the Woman's College of the University of North Carolina will offer a special course during the summer session, June 9 to July 17, inclusive, for the preparation of teachers to teach pre-induction business training and army clerical procedures in high schools next year. This special course in pre-induction training, which was announced in the March number of *Education for Victory* is being recommended by the United States Office of Education in high schools for senior boys and girls who are anticipating service in the army. The course of study has been developed through the cooperation of the Adjutant General's office of the War Department and the Business Education Service of the United States Office of Education. The materials to be used in the course are those used at the Adjutant General's school at Fort Washington, Maryland.

Graduate credit toward an advanced degree will be allowed for this course.

## Supt. Ross Issues Suggestions Concerning Grade Promotions

In his "Bulletin No. 26" to principals and teachers, Superintendent C. Reid Ross of Harnett County recently called attention to a number of factors which should be considered in making pupil promotions in the elementary schools. The factors listed by Supt. Ross are as follows:

1. Will the individual pupil do as well in the next grade as he would in the present one?
2. From a social development standpoint, where will the pupil "fit in" best?
3. If the pupil is weak in the essential skills, can the teacher in the next grade contribute as much toward improvement as a teacher in the present grade?
4. Will retention in the present grade cause the pupil to drop out of school?

5. The results of standard achievement tests should not be used as a basis for promotion. The results should help the teacher in meeting the needs of the individual pupil and the group as a whole.

The following "General Suggestions" were also made by Supt. Ross:

1. No pupil should spend more than four years in the primary grades (1-3) and very, very few pupils should repeat the first grade.
2. No pupil should spend more than six years in the grammar grades (4-8).
3. Study our publication No. 235, "A Suggested Twelve Year Program."
4. We should de-emphasize school marks and emphasize pupil development.
5. When a pupil reaches the point that he "hates to go to school," someone other than the pupil has failed.

## New State Board Meets and Organizes

The new 15-member State Board of Education, comprised of three ex-officio members and 12 members appointed by Governor Broughton in accordance with the amendment to the Constitution passed at the last general election, met on April 8th in the Governor's office where the oath of office was administered by Chief Justice W. P. Stacy. At its first business meeting held in the Assembly Room on the third floor of the Education Building, Lieut. Governor R. L. Harris was elected Chairman of the Board and Dr. Julian Miller was elected Vice-Chairman. Nathan H. Yelton, former executive secretary of the State School Commission, which was abolished as of April 1, was elected Comptroller.

The Board voted to hold its regular meetings at 10:30 A. M. on the second Thursday in each month. A committee consisting of Dr. Miller, H. E. Stacy and Superintendent Clyde A. Erwin was appointed to study the organization of the Board and make recommendations at the May meeting as to procedures and policies in the administration of the public schools. Until such regulations and policies are adopted the Board voted to follow those adopted by the various boards which were succeeded by the State Board of Education.

Other business transacted by the Board at this meeting consisted of the following:

1. Approval of a special tax election in the Victory School District, Gaston County.
2. Approval of Supt. E. C. Woodard, Currituck County, to act as principal of the Moyock High School.
3. Approval of four Rodman Trust Fund Scholarships.



4. Approval of the substitution of the 1936 edition of *Everyday Problems of American Democracy* published by Houghton-Mifflin Co., to replace the 1935 edition of the same book at the same price.

5. Approval of J. G. Allen as superintendent of Carteret County for the two-year term beginning July 1, 1943.

6. Approval of the payment of certain compensation cases authorized by the General Assembly of 1943.

## Put Your Projector To Work For Your Country

Schools owning 16mm sound projectors have a duty to perform this summer. Those projectors have a wartime job to do—and war does not stop with the close of schools.

Here are 5 ways schools can put their projectors to work full time:

1. Take your projector into war plants. Offer its use to plant managers, to labor organizations. Both Industry and Labor know the value of war films in increasing production, in giving workers a greater sense of participation in the war.

2. Work with the civilian defense organization in your community. Offer the use of your projector in warden meetings, in first aid classes. Get in touch with the Victory Speakers' Bureau in your town. Make use of your experience in films by arranging programs for civilian groups.

3. Make your projector available to adult clubs and organizations meeting during the summer. Arrange regular weekly or monthly showings of war films to luncheon clubs in your community, women's clubs, fraternal organizations, church groups.

4. Arrange showings of films at public meetings—band concerts in public parks, war rallies in courthouse squares.

5. Fit pictures into the summer school program.

War information films are available — nearly 50 of them — from more than 185 distributors. The audiences are ready — in clubs, churches, factories, unions, civilian defense, county farm bureaus, community gatherings. Bring them together and put your projector to work.

## Victory Corps Guidance Manual Issued

Publication of "The Guidance Manual for the High-School Victory Corps," pamphlet No. 4 in the Victory Corps series, was announced recently by the U. S. Office of Education.

The "Manual" was prepared to assist school administrators, counselors and teachers in carrying out the guidance functions essential to the organization of the High-School Victory Corps in all types of schools. In schools which have not

## May 16 Designated "I am An American Day"

In a recent proclamation the President designated Sunday, May 16, 1943, as "I Am An American Day," at which time public ceremonies are to be held inducting into American citizenship any newly naturalized citizens as well as young people who have recently reached the voting age. Notices have been sent to all the schools of the State and Nation and it is suggested that they take the lead in arranging for the ceremonies.

"In my opinion," State Superintendent Clyde A. Erwin stated in commenting on the President's proclamation, "since there are so few aliens who become naturalized in this State, the teachers of citizenship and civics might take this opportunity to work out a program, in which the principal or other teachers would assist, for inducting persons in the community who have recently become 21 years of age into citizenship. The students taking the course in citizenship should attend the ceremony thus planned. A part of this ceremony should be devoted to the new duties and responsibilities that have come to the new citizens and older persons should be prompted to welcome the new voters as American citizens."

organized Victory Corps units, the program suggested in the "Manual" should help counselors to guide students into preparation for critical wartime occupations and pre-induction training for which their education and aptitudes fit them.

Prepared by a committee of guidance specialists under the supervision of Harry A. Jagar, Chief, Occupational Information and Guidance Service, Vocational Division, U. S. Office of Education, the "Manual" explains how to make a pupil inventory; how to secure and use information about critical wartime services and occupations; what the wartime counselor should do; and how to organize and administer a Victory Corps guidance program.

Free copies of the "Manual" have been sent to principals of all senior and junior-senior high schools in the country and to superintendents of schools and other educational leaders. The "Manual" is now on sale and may be obtained from the Superintendent of Documents, Washington, D. C., for 20 cents.

## Department Member Receives Honor

The annual Hampton Institute Alumni Award was presented this year to Marie McIver, Supervisor Colored Elementary Schools of the Department of Public Instruction.

This award is made each year at the commencement exercises of the college to a graduate who has made an outstanding contribution in some field of endeavor.

Miss McIver, who received the bachelor of science degree from Hampton in 1934, is a native of Georgia, but for a number of years she taught school in North Carolina and was later employed as Jeanes Supervisor of Halifax County where she made her greatest contribution to Negro education before coming with the State Department in 1936.

## Duke To Hold Third Mathematics Institute, June 14-26

The third Institute for Teachers of Mathematics will be held at Duke University June 14-26, it was recently announced by Dr. W. W. Rankin, Director of the Institute.

The emphasis of the work in the Institute this year, states Dr. Rankin, will be on a better understanding of how mathematics can contribute to the war effort. Four units of work, each led by a well qualified specialist, will be offered. These units and the leaders of each are as follows:

1. Mathematics in Aeronautics, led by Dr. Arthur S. Otis, Yonkers-on-Hudson, N. Y., co-author of one of the State adopted books, *Elements of Aeronautics*, published by the World Book Co.

2. Mathematics in Engineering, led by Professor J. W. Seeley of the School of Engineering, Duke University.

3. Arithmetic in the High School, led by Dr. William Betz, author of the recently State adopted *Basic Mathematics*, published by Ginn & Co.

4. Air Navigation, led by Professor F. G. Dressel of the Mathematics Department of Duke University.

Open discussion will be a feature of each of the units. Persons expecting to attend the Institute are requested to bring an autographed piece of student work, such as homemade models, instruments, maps and drawings as an exhibit in the Mathematics Laboratory.

## War Production Board Issues CMP Regulation 5A

Governmental agencies, and private institutions such as schools and colleges, churches, hospitals, libraries and welfare establishments are provided with the necessary procedures for obtaining maintenance, repair and operating supplies after March 31, by the issuance of CMP Regulation 5A.

The new regulation assigns an allotment symbol, MRO-5A and preference ratings of AA-1, AA-2X and A-10 for use by the groups it covers.

The AA-1 rating may be used to obtain MRO supplies required for any activity or service listed in



Schedule I of the new regulation, the AA-2X for those listed in Schedule II and the A-10 for activities and services not listed in either schedule.

Any agency or institution covered by Regulation 5A may obtain MRO supplies in such quantities as are available from warehouses or distributors under CMP Regulation 4, or at retail without preference ratings or allotments, without using the procedure provided today.

Excepted from the provisions of the new regulation are the following services; gas, light, power, water and central heating, and communications, which are covered by other orders and regulations.

No agency or institution to which a rating for MRO supplies is extended on Form PD-408 may, during the quarter for which that rating is assigned, use any rating provided in Regulation 5A. It may, however, place an authorized controlled material order for the amount of controlled materials rated on its PD-408 in the manner prescribed in the new regulation, if the supplies are needed in connection with any of the activities listed in Schedules I and II.

All questions concerning interpretation of the new regulation and use by agencies and institutions of the allotment symbol and preference ratings which it provides should be addressed to the Governmental Division of the War Production Board, Washington, D. C.

### **Time Limitation Eliminated from Tire Rationing Certificates**

Rationing certificates for tires and tubes hereafter may be used at any time convenient to the holder, the Office of Price Administration announced on March 24 in withdrawing a previous provision which limited the life of a certificate to 30 days after the date of issuance.

This will give more shopping time to certificate holders who live in out-of-the-way places or who are prevented by sickness or other reason from making their purchases within a limited time.

The change is made by Amendment No. 18 to Ration Order No. 1A—Tires, Recapping and Camelback. Effective date of the amendment is March 30.

### **Biltmore College Sponsors High School Assembly**

The second annual High School General Assembly was recently held at Biltmore College for the high school seniors of Buncombe County including Asheville. This High School Assembly was patterned after the North Carolina General Assembly with identical parliamentary rules in so far as possible.

The Assembly had for its purpose the meeting of seniors throughout the county and the discussion of

## **SUMMER SCHOOL PLANS FOR N. C. STATE COLLEGE ANNOUNCED**

Plans for continuing the regular summer school, annually conducted at State College of Agriculture and Engineering of the University of North Carolina, Raleigh, have been announced by T. E. Browne, Director, to begin on June 16.

problems common to high school students in accordance with regular legislative procedure. Senators were selected, one from each high school, and representatives on the basis of school population, one for each 100 students or major fraction thereof. Each group convened in separate bodies and organized. Such topics as the following were stated in the form of legislative bills, introduced, discussed and acted upon: Student councils, Recreation in High School, Curricula, Boy-Girl Relationships, School Organizations, Lunch Periods, Propaganda in the Schools, High Schools and Defense, and Post-war Planning. After adjournment of the Assembly the Committee on Bills mimeographed the "laws" and furnished copies to each high school.

### **U. N. C. Teaches Military Hygiene**

A new course in military hygiene for students facing the draft has been inaugurated at the University of North Carolina—thought to be the only college course of its kind. The course includes training in first aid, psychological adjustment, recreation, and the prevention, care, and treatment of venereal diseases.

### **Woman's College Offers Summer Course in Type- writing and Bookkeeping**

In order to provide commercial teachers in many North Carolina schools which will be unable to offer work in business education during the war period because of a lack of technically trained persons to teach these subjects, a special program, designed to prepare teachers of typewriting and bookkeeping, will be offered during the summer session at the Woman's College of the University of North Carolina. These courses are designed for experienced teachers of academic subjects or elementary school subjects who have not had any subject matter preparation for typewriting or bookkeeping.

Courses will run twelve weeks, and upon satisfactory completion, a special certificate permitting such teachers to teach technical business subjects will be issued by the State Department of Public Instruction.

This special training program has been approved by Dr. James E. Hillman, who is in charge of teacher certification in the State Department.

In addition to the regular accelerated college program of twelve weeks which was instituted last summer for those boys who wished to pursue their studies in order to graduate in less than four years, Mr. Browne announced that courses, running for six, nine and twelve weeks, will be offered for the special benefit of teachers who will have school work next year that is connected with or related to the war.

This Teacher Education Program, Mr. Browne further states, will include, in so far as registration permits, offerings in the field of Guidance, Agricultural Education, Industrial Education, and Industrial Arts for the Elementary School. In this latter course, which is provided especially for women teachers, the emphasis will be placed upon the needs of those teachers who desire assistance in preparing materials, posters, and devices for making meanings clear to the student.

The courses in Guidance have been especially designed for those teachers who have been appointed as counselors in the High School Victory Program. In conjunction with the Departments of Psychology and Sociology, there will also be offered in this field special courses to meet the individual teacher needs.

In Industrial Arts Education, courses will be provided especially for those teachers who wish to refresh their professional training or who need assistance in the development of their work.

Persons interested in these or any other courses are requested to write to Mr. T. E. Browne, Director, Division of Teacher Education, N. C. State College, Raleigh.

### **Two N. C. School Articles Appear in March "School Management"**

Articles concerning two North Carolina schools appeared in the March edition of *School Management*, a national magazine on school administration, equipment and maintenance, published in New York, 52 Vanderbilt Ave.

One of these articles was a follow-up study reported by Miss Joe Shaw concerning a six-year survey of graduates and drop-outs of the Shelby High School. The other, written by Miss Katherine Gaston for *The High School Journal*, describes five activities carried on by her eighth grade English class in the Lenoir High School which were based on the students interests in present world affairs.

In the first article the question was raised as to whether students



followed after graduation the occupations or professions that interested them when they were in high school. The study revealed that while many Shelby graduates are prepared to hold positions of responsibility without further training, more emphasis should be placed on certain subjects in order to more satisfactorily meet the requirements of business, higher education, and a normal successful life.

The second article indicated that the fitting of the English program to the students interests in world affairs resulted in a number of benefits and made each student feel that as a loyal American he had certain responsibilities in this War.

## Insurance Commissioner Cautions Schools Superintendents About Electrical Hazards

In a recent letter to all school superintendents, Wm. P. Hodges, State Insurance Commissioner, cautioned against the use of temporary wiring for lighting effects for commencement exercises. "Electricity" stated Mr. Hodges, "is listed as the number one cause of fire losses in dollars and cents in the Nation. Under the plea of lack of money, temporary and dangerous wiring is often installed in schools by amateur wiremen, who do not realize what hazards to life and property they are creating."

"I would recommend," Mr. Hodges stated further, "that you designate someone in each school whose duty it would be to check monthly and see that these few rules for greater service and safety are adhered to:

- "1. Inspect all fuses to ascertain that the circuits are not overfused.
2. Examine all drop cords, portable cables, lamp sockets, plugs and portable appliances, and repair any that are damaged. Keep extension cords away from radiators, steam pipes, nails, hooks or other metal objects.
3. Clean lighting fixtures with soap and water for greater illumination.
4. See that ground contacts are intact.
5. Clean motors thoroughly. Check oil level in bearings and do not over-lubricate.
6. Under no condition allow paper shades or paper decorations to be placed on lamps or any part of the wiring system.
7. Under no condition allow what is known as "lamp cord" to be used for any wiring other than light drops, as the insulation on this cord is not sufficient to be used as portable cords, which should be of the reinforced type.
8. When the school term is over, be sure that the main line switch is open so that the cur-

rent will be disconnected from the wiring system.

9. In addition to the above electrical precautions, the buildings should be kept clear at all times of trash, rubbish and all other inflammable materials."

## New Superintendents Elected

As this number of this publication goes to press the following new superintendents have been elected for the next two-year term:

Alleghany—Miss Clyde Fields  
 Ashe—A. B. Hurt  
 Concord—R. B. McAllister  
 Currituck—E. C. Woodard  
 Jones—B. B. C. Kesler  
 Polk—N. A. Melton  
 Asheboro—F. D. McLeod  
 Laurinburg—D. K. Pittman  
 Tyrrell—W. J. White

Miss Fields makes the fourth woman, who is at present employed as a superintendent. Miss Annie Mae Woodside of Brunswick County, Mrs. Edna Rhodes of Madison County and Miss Hope Buck of Yancey are the other women who are now serving in this capacity.

## Federal Aid for Teachers Salaries

The new Federal Aid Bill, S. 637, was introduced in the United States Senate on February 4 by Senators Thomas and Hill. It provides for an emergency fund of \$200,000,000 to be apportioned to the states on the basis of the number of pupils in average daily attendance and an equalization fund of \$100,000,000 to be apportioned to the states according to financial need as measured by the number of persons 5-17 years old and the total income payments in the respective states. It is estimated that the allotments from these two funds to the various states will range from \$166,000 in Nevada to \$20,525,074 in Pennsylvania. It is anticipated that the funds from this legislation will be used largely to assist states to increase teachers' salaries and thus ameliorate a seriously threatened educational collapse. North Carolina, if this bill becomes law as proposed, will receive a total of \$13,671,022.

## Fallston Principal Issues Unique Paper

"The Globe Girdler" is the title of a unique mimeographed paper edited by W. R. Gary, principal of the Fallston School, Cleveland County. According to a statement under the inside title, *The Globe Girdler* is "published for the service of boys and girls from the Fallston School district, former students of Fallston School, and others who have direct interests in the people of this community." It replaces the school paper for the duration.

The contents, as judged by the December number, pertain to the locations, activities, etc., of persons now in the armed services of the country. The entire eight pages are completely filled with information about these former students of Fallston High School, and according to the editor "was chosen from among 5,000 letters to go to Rex Stout, Chairman of the Writers War Board." Incidentally, a letter by Principal Gary appeared in a recent number of the *Saturday Evening Post*.

## Greenville Schools Aid in War Program

The Greenville city schools under the direction of Superintendent June H. Rose is making every effort possible to aid the Nation's War program. A list of the activities engaged in by Greenville students and teachers reveals the following 18 projects:

1. A class of 20 boys in aeronautics.
2. A class in gasoline engines.
3. A physical fitness program for all high school children.
4. Emphasis on things that help the war effort in all classes; e. g., home economics built around nutrition, health and nursing; physics around engines, radio and communications; general science and biology around health, first aid, growing gardens and raising chickens; history around what we are fighting for and the right sort of American attitudes; etc.
5. Boys and girls act as civilian defense workers — telephonists, messengers, and first-aiders.
6. War bonds and stamps sold every day.
7. Scrap collected.
8. Helped farmers pick cotton and peanuts.
9. Both teachers and students helped in the rationing program.
10. Collected copper cent pieces in order to get them back into circulation.
11. Junior Commandos organized in the junior high school.
12. Furnished milk to children at one penny a bottle.
13. Accelerated graduation for those desiring to enter college or join the armed services.
14. Organized Victory Corps.
15. Operated a school garden last summer in which 15,000 quarts of vegetables were canned. Another one planned for this summer.
16. An active Junior Red Cross is operated.
17. All above apply to the high schools, but many of these are duplicated by the elementary schools.
18. The superintendent is chairman of the county civilian de-

(Continued on page 10)



# STATE SCHOOL FACTS

# Interest Paid for Schools

This month's topic for discussion for STATE SCHOOL FACTS concerns the interest paid for money borrowed by the schools. It is a companion discussion to that made in the April number of this publication. Whereas that number considered all money paid out for school indebtedness, both principal and interest, this particular number considers only the service charge for the use of the money borrowed, the interest. The accounts given in the tables represent, therefore, payments for loans from State funds, for bonds issued, and for other borrowed money.

## Table I

This table shows the interest paid for money borrowed from these several sources for each of the years beginning with 1926-27 and ending with 1940-41.

The total amount of interest paid, as this table shows, has varied over this period from a high of \$3,595,268.70 in 1929-30 to \$2,650,993.65 in 1940-41. During the past five years the trend in interest payments has been downward. In 1936-37 a total

of \$3,183,061.68 was paid out for interest alone, whereas in 1940-41 the total interest paid was \$2,650,993.65.

When the total interest paid is broken down into the three main purposes for which it was paid, it is noted that for the past four years the greatest payments have been for county bond interest. The last year shows that approximately 50% of the interest paid was for this purpose.

Prior to 1937-38 the largest interest payments were for district bond accounts. The total interest payment for State loans was nearly \$700,000 in 1928-29, but in 1940-41 the annual interest for this purpose had been reduced to \$280,573.39, or slightly greater than 10% of the total interest paid by all administrative units.

As this table further shows, the interest paid for money borrowed for short periods of time, temporary loans, has decreased from \$518,091.71 in 1926-27 to \$5,433.90 in 1940-41. This indicates that very little money is borrowed now by the schools in anticipation of taxes levied or bonds issued.

### Tables II and III

These two tables show the interest payments made during 1940-41 by the administrative units for the several indebtedness accounts. The total interest paid by county units, according to table II, was \$1,399,833.84. The city units paid during this year a total of \$1,251,159.81.

The amount of interest paid varied among the several units in accordance with the indebtedness incurred in the respective units. Among county units interest payments ranged from \$89,165.02 in Johnston County to \$13.50 in Ashe. Three county units, Avery, Camden and Swain, had no debt service obligations and consequently no interest payment were due. In addition to these three units six other units made no interest payments to the State. These six units were: Cherokee, Jones, Lincoln, New Hanover, Surry and Vance. The remaining 91 county units paid the State in interest for loans the sum of \$254,455.87. Interest for county bonds amounting to \$1,021,376.11 was paid by 82 county units. Fifteen county units with outstanding district indebtedness paid a total of \$114,627.28 in district bond interest.

A total of \$4,325.39 was paid in interest by nine county units for the use of money borrowed from the Rural Rehabilitation Loan Fund. This money, in accordance with the law, was used "for the purpose of erecting or equipping vocational buildings for teaching agriculture and home economics."

Only 17 county units paid out interest for temporary loans, a total of \$5,049.19, for the year.

The interest paid in 1940-41 by the city administrative units was divided by purposes as follows: \$26,117.52 for State loans, \$291,964.56 for county bonds, \$932,693.02 for district bonds and \$384.71 for temporary loans. As table III shows some of these units use the district bond method for borrowing money whereas others use the county bond method, or simply borrow from the State. Some, it appears, get the money by whichever method is most expedient—from all sources if possible, as is shown by the interest payments made.

The largest interest payment in city units was made by Winston-Salem. Andrews and Murphy had no interest to pay.

## II. INTEREST PAID, 1940-41, County Units

Unit	For State Loans	For County Bonds	For District Bonds	For Rural Rehabilitation Loans	For Temporary Loans	Total
Alamance	4,501.64	\$10,882.31			\$	15,383.95
Alexander	3,311.13	3,180.00				6,491.13
Allegany	86.86					86.86
Anson	126.04					126.04
Ashe	13.50					13.50
Avery						
Beaufort	4,489.51	802.00		315.00		5,606.51
Bertie	4,299.39	550.00				4,849.39
Bladen	3,255.39	20,155.10				23,410.49
Brunswick	1,917.23	7,466.10				9,383.33
Buncombe	1,267.90		61,741.86			63,009.76
Burke	2,646.97	16,453.75			347.83	19,448.55
Camden	1,431.57	1,431.00				2,862.57
Catawba	2,343.41	2,343.41				4,686.82
Chatham	156.00	2,870.00		3,026.00		6,052.00
Cherokee	2,726.96	13,628.56		1,070.00		17,425.52
Clayton	1,243.00	1,243.00				2,486.00
Columbus	1,243.00	1,243.00				2,486.00
Crowley	1,243.00	1,243.00				2,486.00
Dalhart	1,243.00	1,243.00				2,486.00
Darlington	1,243.00	1,243.00				2,486.00
Davidson	1,243.00	1,243.00				2,486.00
DeKalb	1,243.00	1,243.00				2,486.00
Douglas	1,243.00	1,243.00				2,486.00
Durham	1,243.00	1,243.00				2,486.00
Edgecombe	1,243.00	1,243.00				2,486.00
Edgecumbe	1,243.00	1,243.00				2,486.00
Fayette	1,243.00	1,243.00				2,486.00
Gaston	1,243.00	1,243.00				2,486.00
Grain	1,243.00	1,243.00				2,486.00
Guilford	1,243.00	1,243.00				2,486.00
Hamilton	1,243.00	1,243.00				2,486.00
Henderson	1,243.00	1,243.00				2,486.00
Hertford	1,243.00	1,243.00				2,486.00
Hoke	1,243.00	1,243.00				2,486.00
Hyde	1,243.00	1,243.00				2,486.00
Iredell	1,243.00	1,243.00				2,486.00
Jackson	1,243.00	1,243.00				2,486.00
Johnston	1,243.00	1,243.00				2,486.00
Kanawha	1,243.00	1,243.00				2,486.00
Kendall	1,243.00	1,243.00				2,486.00
Kern	1,243.00	1,243.00				2,486.00
Knox	1,243.00	1,243.00				2,486.00
Lenoir	1,243.00	1,243.00				2,486.00
Lincoln	1,243.00	1,243.00				2,486.00
Livingston	1,243.00	1,243.00				2,486.00
Macon	1,243.00	1,243.00				2,486.00
Madison	1,243.00	1,243.00				2,486.00
Mann	1,243.00	1,243.00				2,486.00
Marion	1,243.00	1,243.00				2,486.00
Mecklenburg	1,243.00	1,243.00				2,486.00
Mitche	1,243.00	1,243.00				2,486.00
Morgan	1,243.00	1,243.00				2,486.00
Muskegon	1,243.00	1,243.00				2,486.00
Nash	1,243.00	1,243.00				2,486.00
Nelson	1,243.00	1,243.00				2,486.00
North	1,243.00	1,243.00				2,486.00
Onslow	1,243.00	1,243.00				2,486.00
Orange	1,243.00	1,243.00				2,486.00
Orinda	1,243.00	1,243.00				2,486.00
Oswego	1,243.00	1,243.00				2,486.00
Ottawa	1,243.00	1,243.00				2,486.00
Pamlico	1,243.00	1,243.00				2,486.00
Pasquotank	1,243.00	1,243.00				2,486.00

## I. INTEREST PAID ON BORROWED MONEY

Year	State Loans	County Bonds	District Bonds	Rural Rehabilitation Corporation	Temporary Loans	Total Interest Paid
1926-27	\$63,927.08	\$ 354,186.40	\$1,392,363.46	\$	\$118,081.75	\$2,900,558.69
1927-28	689,936.65	753,723.80	1,386,373.31		192,995.11	3,023,028.87
1928-29	697,920.05	674,656.72	1,749,290.09		162,030.10	3,283,896.96
1929-30	674,573.52	863,037.96	1,870,128.82		187,528.40	3,595,268.70
1930-31	583,135.50	928,317.42	1,871,875.96		93,112.66	3,482,441.54
1931-32	583,917.46	976,976.77	1,747,640.96		59,004.64	3,567,438.63
1932-33	467,735.61	700,462.24	1,611,052.27		38,369.30	2,757,619.42
1933-34	467,735.61	700,462.24	1,611,052.27		38,369.30	2,757,619.42

### III. INTEREST PAID, 1940-41, City Units



### III. INTEREST PAID, 1940-41, City Units

III. INTEREST PAID, 1940-41, City Units									
For State Loans	For County Bonds	For District Bonds	For Rehabilitation Loans	For Temporary Loans	Total	Chatham	Cherokee	Chowan	Clay
315,578.74	1,370,864.26	1,096,488.45	1,074.72	5,925.66	2,789,831.83	8,434.23	440.00	160.00	156.00
280,575.39	1,313,340.67	1,047,320.30	4,325.39	5,433.90	2,650,993.65	2,870.21	2,870.00	2,870.00	5,770.56
450.00	13,900.00	32,444.50	4,075.00	4,750.00	52,569.50	156.00	156.00	156.00	156.00
1,768.47	12,990.00	4,075.00	4,075.00	4,750.00	18,425.00	4,140.64	4,140.64	4,140.64	4,140.64
2,520.00	2,520.00	6,140.23	6,140.23	6,140.23	18,425.00	2,776.46	2,776.46	2,776.46	2,776.46
1,468.75	25,467.50	61,400.23	61,400.23	61,400.23	147,584.75	3,706.18	3,706.18	3,706.18	3,706.18
3,750.00	1,620.00	3,190.00	3,190.00	3,190.00	88,336.48	6,656.18	6,656.18	6,656.18	6,656.18
520.00	736.36	2,226.25	2,226.25	2,226.25	21,400.00	500.00	500.00	500.00	500.00
Concord	2,226.25	62,009.70	62,009.70	62,009.70	124,236.36	2,970.54	2,970.54	2,970.54	2,970.54
Edenton	3,180.00	3,180.00	3,180.00	3,180.00	12,425.00	2,088.88	2,088.88	2,088.88	2,088.88
Elizabeth City	510.00	510.00	510.00	510.00	18,425.00	3,943.79	3,943.79	3,943.79	3,943.79
Elm City	90.00	90.00	90.00	90.00	14,758.47	2,040.00	2,040.00	2,040.00	2,040.00
Enfield	216.00	216.00	216.00	216.00	18,425.00	1,215.00	1,215.00	1,215.00	1,215.00
Farmington	239.63	239.63	239.63	239.63	8,324.90	3,824.90	3,824.90	3,824.90	3,824.90
Fayetteville	27.00	27.00	27.00	27.00	3,306.63	3,306.63	3,306.63	3,306.63	3,306.63
Franklin	750.00	750.00	750.00	750.00	1,223.55	1,223.55	1,223.55	1,223.55	1,223.55
Gaston	750.00	750.00	750.00	750.00	1,346.31	1,346.31	1,346.31	1,346.31	1,346.31
Graham	750.00	750.00	750.00	750.00	854.00	854.00	854.00	854.00	854.00
Granville	750.00	750.00	750.00	750.00	5,425.74	5,425.74	5,425.74	5,425.74	5,425.74
Greene	750.00	750.00	750.00	750.00	5,802.99	5,802.99	5,802.99	5,802.99	5,802.99
Guilford	750.00	750.00	750.00	750.00	1,475.01	1,475.01	1,475.01	1,475.01	1,475.01
Halifax	750.00	750.00	750.00	750.00	6,528.79	6,528.79	6,528.79	6,528.79	6,528.79
Harnett	750.00	750.00	750.00	750.00	3,756.09	3,756.09	3,756.09	3,756.09	3,756.09
Haywood	750.00	750.00	750.00	750.00	2,834.16	2,834.16	2,834.16	2,834.16	2,834.16
Henderson	750.00	750.00	750.00	750.00	2,633.25	2,633.25	2,633.25	2,633.25	2,633.25
Hendersonville	750.00	750.00	750.00	750.00	931.69	931.69	931.69	931.69	931.69
Hickory	750.00	750.00	750.00	750.00	815.04	815.04	815.04	815.04	815.04
High Point	750.00	750.00	750.00	750.00	2,810.55	2,810.55	2,810.55	2,810.55	2,810.55
Kannapolis	750.00	750.00	750.00	750.00	26,000.00	26,000.00	26,000.00	26,000.00	26,000.00
Kings Mt.	750.00	750.00	750.00	750.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00
Kinston	750.00	750.00	750.00	750.00	22,344.69	22,344.69	22,344.69	22,344.69	22,344.69
Laurens	750.00	750.00	750.00	750.00	12,246.51	12,246.51	12,246.51	12,246.51	12,246.51
Leaksville	750.00	750.00	750.00	750.00	5,540.00	5,540.00	5,540.00	5,540.00	5,540.00
Lenoir	750.00	750.00	750.00	750.00	12,902.63	12,902.63	12,902.63	12,902.63	12,902.63
Lexington	750.00	750.00	750.00	750.00	1,583.37	1,583.37	1,583.37	1,583.37	1,583.37
Lumberton	750.00	750.00	750.00	750.00	116,827.90	116,827.90	116,827.90	116,827.90	116,827.90
Madison	750.00	750.00	750.00	750.00	2,330.00	2,330.00	2,330.00	2,330.00	2,330.00
Marion	750.00	750.00	750.00	750.00	6,220.43	6,220.43	6,220.43	6,220.43	6,220.43
Monroe	750.00	750.00	750.00	750.00	17,509.13	17,509.13	17,509.13	17,509.13	17,509.13
Mooreville	750.00	750.00	750.00	750.00	9,027.00	9,027.00	9,027.00	9,027.00	9,027.00
Morgan	750.00	750.00	750.00	750.00	13,758.59	13,758.59	13,758.59	13,758.59	13,758.59
Murphy	750.00	750.00	750.00	750.00	7,683.16	7,683.16	7,683.16	7,683.16	7,683.16
New Bern	750.00	750.00	750.00	750.00	16,835.00	16,835.00	16,835.00	16,835.00	16,835.00
Newport	750.00	750.00	750.00	750.00	7,092.50	7,092.50	7,092.50	7,092.50	7,092.50
Norfolk	750.00	750.00	750.00	750.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00
Oxford	750.00	750.00	750.00	750.00	3,563.63	3,563.63	3,563.63	3,563.63	3,563.63
Pinehurst	750.00	750.00	750.00	750.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Raleigh	750.00	750.00	750.00	750.00	6,634.69	6,634.69	6,634.69	6,634.69	6,634.69
Red Springs	750.00	750.00	750.00	750.00	5,529.25	5,529.25	5,529.25	5,529.25	5,529.25
Reidsville	750.00	750.00	750.00	750.00	263.75	263.75	263.75	263.75	263.75
Roanoke Rapids	750.00	750.00	750.00	750.00	9,015.00	9,015.00	9,015.00	9,015.00	9,015.00
Rockingham	750.00	750.00	750.00	750.00	8,575.00	8,575.00	8,575.00	8,575.00	8,575.00
Rocky Mount	750.00	750.00	750.00	750.00	5,100.00	5,100.00	5,100.00	5,100.00	5,100.00
Salisbury	750.00	750.00	750.00	750.00	1,450.00	1,450.00	1,450.00	1,450.00	1,450.00
Sanford	750.00	750.00	750.00	750.00	6,676.65	6,676.65	6,676.65	6,676.65	6,676.65
Shelby	750.00	750.00	750.00	750.00	1,470.00	1,470.00	1,470.00	1,470.00	1,470.00
South Pines	750.00	750.00	750.00	750.00	3,540.00	3,540.00	3,540.00	3,540.00	3,540.00
Statesville	750.00	750.00	750.00	750.00	6,187.50	6,187.50	6,187.50	6,187.50	6,187.50
Tarboro	750.00	750.00	750.00	750.00	15,162.54	15,162.54	15,162.54	15,162.54	15,162.54
Thomasville	750.00	750.00	750.00	750.00	27,015.31	27,015.31	27,015.31	27,015.31	27,015.31
Tryon-Saluda	750.00	750.00	750.00	750.00	16,941.11	16,941.11	16,941.11	16,941.11	16,941.11
Wadesboro	750.00	750.00	750.00	750.00	30,421.25	30,421.25	30,421.25	30,421.25	30,421.25
Washington	750.00	750.00	750.00	750.00	11,165.00	11,165.00	11,165.00	11,165.00	11,165.00
Weldon	750.00	750.00	750.00	750.00	13,484.33	13,484.33	13,484.33	13,484.33	13,484.33
Wilson	750.00	750.00	750.00	750.00	9,010.00	9,010.00	9,010.00	9,010.00	9,010.00
Winston-Salem	750.00	750.00	750.00	750.00	4,092.50	4,092.50	4,092.50	4,092.50	4,092.50
TOTAL	26,117.52	\$291,964.56	\$932,693.02	\$	\$384,711,251,159.81	\$	\$	\$	\$



# Notes (Continued)

(Continued from page 7)

fense council and Assistant State Director of Civilian Defense.

## Recent Government Publications

1. *Battle Stations for All: The Story of the Fight to Control Living Costs*. pp. 128. Division of Public Inquiries, Office of War Information, Washington, D. C.

As a detailed official explanation of the means taken to control living costs, this is a source book for teachers, discussion groups, War Price and Rationing Boards, Agricultural County War Boards, Civilian Defense Councils, and other groups contributing to our war on the home front. Discussion questions and suggested speech topics accompany this booklet.

2. *National Resources Development Report for 1943, Part I, Post-War Plans and Program*. National Resources Planning Board. pp. 80. Superintendent of Documents, Washington, D. C. Price 25 cents.

This publication brings together some of the plans for the transition period immediately following the war and for the longer range period of post-war development and economic expansion.

3. *Victory Gardens*, Miscellaneous Publication No. 483. pp. 16. U. S. Dept. of Agriculture. (Revised January 1943). For sale by Supt. of Documents, Washington, D. C. Price 5 cents.

What to grow, how to plant, the mineral and vitamin source of the most common vegetables, and other useful information for the beginning gardener.

4. *O.P.A. Bulletin for Schools and Colleges*, No. 2, March 1943. pp. 16. Copies can be secured by writing to the nearest Regional OPA Office, or to the Chief, Educational Services Branch, Office of Price Administration, Washington, D. C.

Contains news articles on the price control, rationing and rent control program; study outlines and questions for class discussion.

5. *Proposals for a Free World: Toward New Horizons* No. 2. pp. 19. Division of Public Inquiries, Office of War Information, Washington, D. C.

The second in a series of statements dealing with the post-war world. Includes recent speeches by seven United Nations leaders — Queen Wilhelmina, Generalissimo

Chiang Kai-Shek, T. V. Soong, Jan Christian Smuts, President Roosevelt, Vice President Henry A. Wallace, and Under Secretary of State Sumner Welles.

6. *Guides to Successful Employment of Non-Farm Youth in Wartime Agriculture*. Children's Bureau Publication 290, U. S. Dept. of Labor. pp. 14. Washington, D. C.

This pamphlet offers essential guides for programs that will prove satisfactory to the farmers, to the young people and to their parents.

7. *Progress Report No. 2*, Office of the Rubber Director, War Production Board, Washington, D. C. pp. 10.

A report of the Rubber Survey Committee, dealing with the recent technical developments and with the present status of the building program.

8. *Schools at War*. Second issue. pp. 19. Education Section, War Savings Staff, Treasury Department, Washington, D. C. March 1943.

War Savings news from the school front, including tips for teachers and a classroom poster—"The World of 1953."

9. *Understanding the War*. pp. 18. Prepared by the Federal Education War Council. Order from Division of Public Inquiries, Office of War Information, Washington, D. C.

Suggestions for summer school courses, for extra-curricular programs, and for discussions relating to war information. It also contains lists of available governmental pamphlets, posters and films dealing with the war.

10. *After the War—Toward Security: Freedom from Want*. pp. 61. National Resources Planning Board. For sale by the Supt. of Documents, Washington, D. C. Price 10 cents. Reproduced from the larger Security Report which President Roosevelt submitted to Congress. It covers the introduction, the recommendations on general policy, and a summary of specific proposals.

11. *Guidance Manual for the High School Victory Corps*. pp. 37. For sale by the Supt. of Documents, Washington, D. C. Price 20 cents.

A manual presented to assist school administrators, counselors, and teachers in carrying out the guidance functions essential to the organization of the High School Victory Corps in all types of secondary schools.

12. *Handbook on Education and the War*. pp. 344. For sale by the Supt. of Documents, Washington, D. C. Price 55 cents.

As a move to help mobilize

education to the fullest extent, the U. S. Office of Education Wartime Commission, in August 1942, called the National Institute on Education and the War. Results of the proceedings are set forth in this handbook.

## Food Distribution for Lunch Programs May Be Discontinued

The distribution of commodities to School Lunch Programs by the Food Distribution Administration of the Department of Agriculture will be discontinued at the close of the present school year, it was recently announced by Hillman Moody, State Supervisor.

"Since agriculture's problem is no longer one of over-production," Mr. Moody stated in a letter to the superintendents and principals of the State, "it is doubtful if School Lunch and School Milk Programs can be continued beyond this school year on their present basis . . . Whether they will be continued on some basis other than as an additional market for farm produce is a matter beyond our knowledge.

"It is possible," Mr. Moody continued, "that the outlook may change if the necessary appropriations are made. When and if it does, I shall let you know at once."

## Educational Experience Records Requested

In order to assist in the effective use of manpower, the high school principals of the State have been requested to furnish the U. S. Office of Education with the educational experience record of each graduate and drop-out, over 16 years of age, who, at the close of school will enter the armed forces or industry. Forms upon which a summary of this educational experience is to be recorded were mailed recently to superintendents and principals. Additional copies are available from the State Department of Public Instruction, Raleigh.

## Conferences on Teacher Education Held

The Division of Professional Service has just concluded a series of conferences on teacher education. Two day work conferences were held in each of the following specific areas: Selection and Guidance, Teacher Placement, General Education, Professional Education, Guidance as an Area of Professional Education, Teacher Education as a Function of the College, Institutional Standards for Teacher Education Approval, and In-Service Program of Professional Growth





### The Physical Fitness Program — Canton High School

1. A soccer game in the snow; 2. Time out for an old fashioned snow battle; 3. Obstacle course, 7½ ft. wall; 4. Under and over hurdles; 5. Over the high fence; 6. Difficult hand walk, 19 ft. cross bar; 7. The balance run on 4 inch beam, 14 inches above ground; 8. The start of a girls' soccer game; 9, 10. Two groups of boys and girls in calisthenics pause to make formations in USA and CHS.

and Teacher Education.

The work of these conferences will be made available to larger Statewide committees from the col-

leges and public elementary and secondary schools. According to present plans, one more year will be devoted to the studies on a State-

wide basis. All teachers, principals and superintendents are invited to cooperate in those areas in which they may make contributions.



# Education in Other Countries

## Latin America

Fewer of the Latin Americans are well educated than is the case with our own people. This results from the fact that fewer of them are prosperous. But among the prosperous or fairly well-to-do classes, education is not very different from that which prevails here. Even in most of the more advanced of the South American countries, not more than about a tenth of the young people have a chance to go to high school, whereas almost two-thirds have that privilege in the United States.

It is not to be supposed, however, that the people of Latin America are uninformed or ignorant. If one falls into conversation with a worker or a shopkeeper of any of the Latin American countries, he will find that these people are about as well informed as similar classes of our own country. A large proportion of the young people are learning to speak English, and one who speaks only English has no difficulty traveling any place in Central or South America. The newspapers of the larger South American cities compare favorably with those of our own larger cities. —*American Observer*, April 12, 1943.

## Quarter Century of Soviet Education

The 25 years of the Soviet system in the Union of Soviet Socialist Republics have been marked by an immense rise in the cultural level of the people. In 1914, Russia had 1,950 secondary schools. In 1939, the USSR counted 15,800 secondary schools, with 10,935,000 students and 375,000 teachers.

The successes achieved in the field of higher education are no less important. The industrialization of the country and the development of large-scale mechanized agriculture demanded a tremendous number of trained specialists, of whom pre-revolutionary Russia had very few. And this task was also solved on a truly revolutionary scale. The number of higher educational institutions increased from 91 in 1914 to 700 in 1936, of which 91 alone were agricultural colleges. The total enrollment in primary, secondary, and higher schools has increased from 8,137,000 in 1913 to 38,335,000 in 1930.

Urban and rural clubs have played an important part in raising the cultural level of the masses. In this sphere, pre-revolutionary figures stand no comparison with present ones. Before 1917, the number of clubs could be counted in dozens in the whole of the huge territory of Russia. In 1939, there were 111,000 clubs in the USSR.

The growth of literacy, the rise

in the general cultural level of the population, the enormous increase in the number of intellectuals, are vividly reflected in the increase in publication of periodicals and books. In 1938, 693,000,000 books were published in the Soviet Union. The growth of the periodical press has been as striking. In 1913, Russia published 859 newspapers with a total circulation of 2,700,000 copies. In 1938, there were 8,550 newspapers in the USSR, with a daily circulation of 37,500,000 copies. — Reprinted from INFORMATION BULLETIN, Embassy of USSR, November 7, 1942.

## England Has Dual System of Schools

At present there is a dual system of education in Great Britain. Education is compulsory up to the age of fourteen and the State provides elementary schools which are free. The State also provides secondary schools, but these are neither free nor compulsory. The fees are not high, and there are a certain number of scholarships and grants to assist bright children. These are the schools of the working classes.

The upper classes send their children to private preparatory schools (usually boarding schools) and to public schools which are far from public. They are in fact expensive private boarding schools, many of which boast very ancient foundations, and carry considerable prestige. In the past, most positions of power and importance have been filled by products of the public schools.

That this dual system cannot persist after the war is widely recognized, but there is a conservative section of opinion that hopes to prevent any substantial alteration in the class system of education by establishing a certain number of state-aided places in the existing public schools for the sons of working-class parents. The need for at least some modification in the system is recognized by the Educational Authorities, and a Committee on Public Schools was recently appointed by the President of the Board of Education. Its main terms of reference are "to consider means whereby the association between the public schools and the general educational system of the country could be developed and extended."

Unlike America, the education of girls in Great Britain has always taken a secondary place. The cost of private education is so high that it is often impossible for parents to provide it for all their children. In such cases it is invariably the boys on whom the money is spent. Though there are as many—and more—girls than boys to be educated, the number of girls' public schools is very small indeed compared with those for boys.

## Nazi Youth Leader Extols Dying for Hitler

German youth were told on the tenth anniversary of Hitler's dark decade that it must be prepared to stand up and die during the "new decade."

The Nazi youth leader Artur Axmann in a speech which led off the "talking anniversary" in Berlin and which was recorded by government monitors from transmissions to the German press, declared that Nazism "manifests itself in the new man and this new man must prove himself under the difficult conditions of total war."

Greatness, the youth of Germany was adjured, can be achieved only through "fighting qualities." Axmann concluded his speech with the declaration that "the youth of the Reich must be like the soldiers at Stalingrad who called every man a fortress." "The youth of the Reich despises down-heartedness."

## Nazis Fail To Regiment Norway's Youth

Harald Land, a 31-year-old Norwegian teacher and ski champion, disclosed at a meeting of members of the Department of Public Instruction in the Conference Room in Raleigh recently that the Nazis have failed miserably in their attempt to regiment Norwegian youth and education.

"The Nazis will not admit they have lost the fight to enlist teachers and youths into Nazi groups," Land told these State school employees. To hide their failure they have closed down the schools for four months beginning December 1, 1942, using as an excuse the "fuel shortage."

Land, who fled from Norway just in time to escape arrest by the Nazi authorities, has just recently arrived in America; he will spend six months lecturing in the United States.

The arrest and torture of 500 of Norway's 14,000 teachers did not shake Land's stand against the Nazi Laerersandband (Teachers' Union) which the conquerors tried to compel all teachers to join, Land stated. As members of this organization, all teachers would have been forced to "bring all their teaching activities into full harmony with the New Order."

A plan to enlist every Norwegian youth between 10 and 18 into Nazi Youth Groups brought 35,000 letters of protest from parents in one day, the Norwegian teacher stated further. No inducement or coercion—even the arrest of their parents—could force more than a handful of children to join these groups.

Land described how—as a final pledge of sincerity—teachers stood



before their pupils in classrooms all over Norway and repeated the now-famous "Norwegian Teachers' Pledge to Their Pupils" on April 9, 1942:

"I will not call upon you to do anything which I regard as wrong. Nor will I teach you anything which I regard as not conforming with the truth. I will, as I have done heretofore, let my conscience be my guide, and I am confident that I shall then be in step with the great majority of the people who have entrusted to me the duties of an educator."

## Vocational Training for War Production Workers in North Carolina

A Summary of Our State Program as of April 1, 1943

Programs Are Operated in 36 Different Centers in the State

Number of different courses	117
Number of different sections	280
Number of teachers employed	235
Total enrolled in Pre-employment Training	2445
Total enrolled in Supplementary Training	777
Total enrolled in Training Within Industry	320

Total Enrollment All Types ..... 3542

### Enrollment by Kinds of Training

Type of Training	Net Enrollment	End of Month
Aircraft Maintenance	103	
Aircraft Auxiliary Inspection	75	
Aircraft Blueprint Reading	55	
Aircraft Sheet Metal	271	
Aircraft Woodworking	383	
Aircraft Welding, Gas (Light)	24	
Ship Carpentry & Woodworking	11	
Ship Machine Shop	18	
Ship Welding, Electric (Heavy)	615	
Ship Blueprint Reading	22	
Shipfitting	95	
Sheet Metal	246	
Electricity	17	
Machine Shop	704	
Blueprint Reading, Machine Shop	42	
Radio & Communication	440	
Garment & Textile	14	
Auto Mechanics	17	
Foundry	36	

### Training of Women

Total number of women in training in February	1076	30.4%
Total number of women in training in March	903	25.1%
Monthly decrease of women in training over previous month	173	5.3%

### Training of Negroes

Total number of Negroes in training in March	624	17.6%
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### Job Placement

Total number of Job Placements in March	492
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# Tar Heel Educators

By Beth Crabtree of the State Department of Archives and History

## Edwin A. Alderman—President of Three Universities

If an individual's career can be characterized by a phrase, then Edwin A. Alderman's should be described as one devoted to the up-building of the South through education. This guiding principle of his life had its origin in his native State where he began his record of public service.

Born in Wilmington, North Carolina, on May 15, 1861, Alderman grew up at a time when the South was struggling to re-adjust itself, when the Old South was on the way to becoming the New South. As a prophet of the New South he profited by looking to the future, instead of fruitlessly yearning for "the good old days" of the past. Facilities for public education were sparse at that time and knowledge was acquired in the home and at private schools. Alderman was fortunate in having a mother sufficiently alert and interested to spend much time in repeating orations to her son, demanding that he in turn learn and deliver orations himself. Later he attended two private schools, followed by two years of preparation for college at Bethel Military Academy, near Warrenton, Virginia. Alderman entered the University of North Carolina in 1878, when it was getting back on its feet following its suspension of activities during the days of Reconstruction. What it may have lacked in physical facilities it made up in spirit, having "something in the air, at that time and place which quickened local patriotism of youth and prepared it for notable service." Alderman and his classmates, Charles Brantley Aycock, Locke Craig, James Y. Joyner, and Charles D. McIver, bore out this prophecy in years of service to their State.

After leaving Chapel Hill Alderman was called to Goldsboro, at the suggestion of Edward P. Moses, to teach in the new graded school. He entered the teaching profession only temporarily, he thought, but the inspiration he found in Moses and his own ideal of educational equality tied him to it for the rest of his life.

In 1899 Charles D. McIver and Alderman were elected by the State Board of Education to serve as institute conductors. The institutes consisted of weekly meetings held for the instruction of public school teachers; it informed the public of the schools' needs and presented an opportunity for the teachers to suggest improvements in the school system. These two enthusiastic educators travelled all over the State, and from their observations and experiences made a report on educational conditions. Following their work with the institute, McIver and Alderman became associated with the Normal and Industrial School for Women established in Greensboro in 1892. McIver served as president and Alderman as professor.

Two years later Alderman returned to the University as professor of the history and philosophy of education. His revival of the teacher-training summer school kept him in touch with the public schools. In 1896 he was elected president of the University.

Alderman was developing into the spokesman of the South. He stressed an interest in a new society of trained leadership with a democratic disregard of caste, emphasizing the dignity of labor and inculcating education with an ideal of public service. In 1900, when Alderman was offered the presidency of Tulane, he accepted with the idea that it presented a broader field of endeavor. Here he continued to be a spokesman for public education, serving with McIver on the Southern Board of Education as a district director and later as chairman of the campaign committee. Alderman's oratorical ability was widely recognized; he was in constant demand as a speaker and he cheerfully responded, being duly rewarded by having one honorary degree after another added to his name.

Four years later Alderman had the great honor of becoming the first president of the University of Virginia. One of his contemporaries aptly expressed the significance of his acceptance "... it links the University of Virginia with all its tradition and its powerful influence on southern thought, with the movement for the democratization of education." Here as elsewhere, Alderman strove to coordinate educational forces, to develop a summer school to aid high schools, principals, superintendents, and college students. He spent twenty-seven years at the University of Virginia seeing it expand, largely through his efforts, in student body, in faculty, and in physical facilities.

Alderman's strength had declined following a long illness but he remained actively interested in education in its broadest application. It was on one of his many trips to a meeting of educators that he was stricken, April 29, 1931, and died soon after without regaining consciousness. A practical evangelist, he had devoted his life to the cause of popular education.



# Laws, Rulings and Opinions

## Special Tax

*In reply to inquiry:* I have before me your letter of April 7, with a copy of the ordinance calling a special election in the City of ....., under which a special tax has been voted of ten cents as authorized by Section 14 of the School Machinery Act of 1939. The notice of the special election provided that there should be submitted to the qualified voters of the city the following matters, viz:

- "(1) The question of whether there shall be levied in the City of ..... a Special Tax not to exceed ten cents on the one hundred dollars valuation of property for the purpose of supplementing state budget allotments in order to provide an additional month to the present eight months school term in the City of ....."

By amendment of the School Machinery Act, the General Assembly of 1943 has provided that the State supported school term shall be extended at the request of any administrative unit for a term of one hundred and eighty days, thereby providing the additional month or the ninth month school term. The provision thus made is subject to the condition that the Governor may reduce the term to one hundred and seventy days, in the event that he should find that the financial condition of the State requires that this should be done. With the present financial condition of the State, there is hardly any possibility that this power would be exercised by the Governor for the school year 1943-44. I feel confident that, if he should decide it was necessary to exercise this power, he would do so in time to permit the local authorities to levy the necessary taxes for the curtailed period. These taxes are levied, as you know, in August of each year. By August, 1944, the Governor would, I am quite sure, decide whether or not any curtailment would be required for the school year 1944-1945. In the event the Governor should find for either year that a curtailment is required on account of inadequacy of State funds, your tax levying authorities could levy taxes under the authorization of your election to provide the funds for that part of the ninth month term which is not provided by the State.

The amendment to the School Machinery Act of 1943 does not fix the time at which the Governor is required to exercise the power of curtailment of the State supported term, but the power is limited to the next biennium. I am convinced that practical considerations will cause the Governor to announce his purpose in this regard in ample time to permit the tax levying authorities

to have this necessary information.

The question you specifically addressed to me was as to whether or not some part of the tax levy of ten cents could be made, in order to provide more teachers during the extended term or for the ninth month, and to provide otherwise a higher standard of school during that period than is provided by State support.

From my conversation with you in the meeting in Superintendent Erwin's office and from your letter, I take it that this is the problem which you are considering. I have read with interest the comment of Mr. Joe Ellis, your City Attorney, quoted in your letter.

This question is not free from difficulty. The question submitted to the voters was for a tax "in order to provide an additional month to the present eight months school term in the City of ....." The additional month, subject to the contingency above referred to, will be provided by the State and a well supported argument could be advanced that the purpose for which the tax was voted had been provided by the Legislature, and, therefore, no part of the special levy could be made. Section 14 of the School Machinery Act authorizes the operation of schools on a "higher standard than that provided by State support" and provides that the local authorities may supplement the funds from State and county allotments available to the administrative unit. The election was called and held under the provisions of this statute and nothing is said in the form of the question submitted as to the standard of the school, but that it be operated during the additional month.

There is no express prohibition in any statute against the levy of the local supplements voted by authority of Section 14 and it is only by inference that we conclude that the special taxes cannot be levied when provision has been made by the State for the things which the local supplement was intended to provide. It, therefore, seems to me entirely possible that the Court might conclude that under the submission a part of the special tax could be used to provide for a higher standard than that provided by the State for the school for the ninth month. It is my thought that the law would be liberally construed with a view of effectuating the purpose of the local supplements; that is, to provide for the operation of a higher standard of schools than that supplied by the State.

You understand, I am sure, that my opinion is advisory and is not binding upon the local authorities or upon the courts. In the absence of some Court decision which would throw light upon this question, I cannot express an opinion which I could feel sure would be followed

by the Court. I am inclined, however, to the opinion that a reasonable amount of the special tax could be levied to supplement the State funds provided for the ninth month of your school term.—Attorney General, April 8, 1943.

## Ninth Month School Term; Effect of State Action on Local Supplement

*In reply to inquiry:* I have your letter of March 3, in which you advise that in 1935 the ..... City schools voted a 12c supplementary tax for the support of the extended school term only, with reference to which you submit the following inquiries:

"Since the State of North Carolina is assuming the financial support for the ninth month, effective with the beginning of the 1943-44 school year, will it be possible for the ..... City Schools to retain this tax levy to be applied toward the operation of schools above the state standard of support? Would this require another vote of the people within the school district? Would it be possible for us to retain 3c of the 12c levy to be applied toward maintenance and repairs, operation of plant, etc.? Please advise me of the proper decision for our Board of Trustees to make regarding this important matter."

Under Section 14 of the School Machinery Act of 1939, appropriations are authorized under conditions stated in the statute to operate schools of a higher standard than that provided by State support, provided the question is submitted to the electors as provided in this section and the taxes voted by them. The taxes voted under the terms of this statute would permit the appropriation to be made to operate the schools on a higher standard, which, in 1936, would have included the support of the ninth month school term, but, as your City Administrative Unit, in submitting the question to a vote of the people, limited the purpose for which the special tax was to be levied to the support of the extended term only, I am of the opinion that no special tax could be levied under this vote for other school purposes without another vote of the people within the school district.

Under the terms of the bill enacted at this General Assembly amending the School Machinery Act, the extended term of nine months may be reduced to one hundred seventy days in the event the Governor shall ascertain that State revenue is not available for this purpose and that curtailment is necessary. This contingency makes it possible that



State support for one-half of the ninth month may not be provided, but, frankly, in my opinion, from present indications of the financial condition of the State, this event is quite remote.

It is conceivable that the tax levying authorities would be justified in making a levy to provide for one-half of the cost of the extended term, based upon the possibility that State revenues may become inadequate.

It is particularly unfortunate that in your schools the vote was submitted in such form as to place this restriction upon the use of the funds.—Attorney General, April 9, 1943.

### **Allotment of Teachers; Union Schools; Temporary Reduction in Enrollment**

*In reply to inquiry:* You state in your letter of April 8 that the ..... High School pupils attend the ..... School nine miles away and that you only operate a three-teacher elementary school in ..... You desire to know whether Section 1 of Senate Bill No. 239 would apply to the ..... School.

Section 1 of Senate Bill No. 239, as enacted by the General Assembly of 1943, provides:

"That Section eight of Chapter three hundred and fifty-eight of the Public Laws of one thousand nine hundred and forty-one, be amended by striking out the period at the end of paragraph one and inserting in lieu thereof a colon, and by adding thereafter the following words:

"Provided, further, that for the duration of the present war and for the first school term thereafter, it shall be the duty of the State Board of Education to provide any union school, that is a school embracing both elementary and high school grades, in the State of North Carolina, having four high school teachers or less, not less than the same number of teachers as were allotted to said school for the school year of one thousand nine hundred and forty-two—one thousand nine hundred and forty-three. The provisions of this Section as to the allotment of teachers shall apply only in those schools where the reduction in enrollment is shown to be temporary as determined by the State Board of Education."

You will note that the proviso added to Section 8 of the School Machinery Act of 1939 only applies to union schools. The proviso itself defines a union school as a school embracing both elementary and high school grades. In addition to this, the term "union school" is defined in Section 5538 of Michie's NORTH CAROLINA CODE OF 1939 ANNOTATED as embracing an elementary school of seven grades and a high school department contain-

ing not less than 20 pupils in average daily attendance.

It is my opinion that the proviso added to Section 8 of the School Machinery Act of 1939 by virtue of Section 1 of Senate Bill No. 239 would not apply to the elementary school unit at .....—Attorney General, April 12, 1943.

### **Board of School Trustees of Washington City Administrative Unit v. J. S. Benner, County Accountant for Beaufort County**

(Filed 24 February, 1943.)

1. Public Laws 1923, ch. 136, sec. 178, providing per capita allotment of county school funds between special charter districts and all other schools of the county, is no longer applicable to the present type of school administration and is supplemented by the current law. School Machinery Acts 1935, 1937, 1939 and 1941. Held: It is the duty of the county treasurer to apportion all countywide current expense school funds to county and city administrative units monthly and to remit the same on a per capita enrollment basis.

2. The budgets of public school administrative units are not merely tentative, informative advisory; when prepared and approved by the successive authorities to whose consideration they are referred, these budgets become, to all intents and purposes, appropriations from available funds to be applied to the objects specially named.

3. When a public school administrative unit budget is perfected by approval, the power of the various authorities instigating, adopting and approving it is functus officio, and neither these officials, nor any others in their stead, are clothed with the power of budgetary control, which might be invoked to modify its terms.

4. The law provides a measure of review where disputes arise between the proponents of the budget and those called upon to adopt or approve it, respecting its adequacy in certain respects; and doubtless budgets which violate the terms of the law might, under proper conditions, be made the subject of court review.

Appeal by defendant from Parker, J., at December Term, 1942, of Beaufort. Judgment affirmed.

### **Public Health; Right of County Board of Education to Require an X-ray Examination of all School Teachers to Determine the Presence or Absence of Tuberculous Infection**

*Reply to Inquiry:* You inquire as

to the right of a County Board of Education to require that each teacher teaching in the public schools in the county be required to have an X-ray examination in order to determine the presence or absence of tuberculous infection.

Section 5556 of Michie's NORTH CAROLINA CODE OF 1939 ANNOTATED provides that county superintendents, city superintendents, teachers, janitors, and other employees in the public schools of the State shall file in the office of the superintendent each year before assuming their duties a certificate from the county physician or other reputable physician of the county certifying that the said person has not an open or active infectious state of tuberculosis or any other contagious disease. The Section further provides that the county physician shall make the certificate without charge to the person applying for the certification. It seems to me that the only way to definitely determine whether a person has an open or active infectious state of tuberculosis would be by means of an X-ray or fluoroscopic examination, even though the statute itself does not definitely say that such procedure is necessary in order for the county physician or other physician to make the certificate provided for in Section 5556.

It is my opinion that a requirement by the County Board of Education that an X-ray or fluoroscopic examination of the chest of each teacher or school employee be made as a basis for the certificate required under Section 5556, would be upheld as a valid requirement, provided the X-ray or fluoroscopic examination would be furnished free of charge or at a nominal cost. I cannot see how any teacher or employee would have any valid objection to such an examination under these conditions.

I am enclosing herewith copy of a letter dated July 24, 1941, to Dr. Carl V. Reynolds, State Health Officer, on the right of County Boards of Health to enact ordinances requiring X-ray examination of school teachers. You will note that in the question as raised by Dr. Reynolds the X-ray pictures were to be interpreted only by a member of a certain society to the exclusion of all other persons who might be qualified to interpret the X-ray plates. I was of the opinion that this might be an unreasonable and unjustified requirement.—Attorney General, March 3, 1943.



## From The Past

### 5 Years Ago

"The Health Institutes conducted throughout the schools of the State under the joint sponsorship of the State Board of Health, the Extension Division of N. C. State College and the State Department of Public Instruction during March and April proved very successful. Thirty-four meetings were held at which a total of 7,749 teachers, principals and superintendents were present.

"A total of 342,901 children and adults attended recreation activities during the month of March, it is learned from the Report of the State Director of W.P.A. Recreation. There were 163 units, 132 for white people and 31 for Negroes, the report showed."—*Public School Bulletin*, May, 1938.

### 20 Years Ago

Public School Statistics, 1923:

Total value of Public School Property .....	\$48,874,830.00
Total Public School Expenditures .....	29,856,988.81
Total Per Child Per Year .....	38.49
Total Number of Teachers Employed .....	20,536
Total Public School Enrollment .....	774,495
Public High School Enrollment (white) .....	50,044
Public High School Graduates (white)....	5,795
Total Number Consolidated Rural Schools With Five or More rooms .....	302
Total Children Transported .....	31,544
Total Length of Rural School Term in Days	
White .....	133.4
Negro .....	122.0

"In the last analysis, any system of public education must rest upon the people's will to educate and be educated."—*Biennial Report Superintendent of Public Instruction, 1922-1924*.

### 30 Years Ago

"By the enactment of the law setting aside annually five cents of the State levy on every one hundred dollars of property as a 'State Equalizing Fund' to lengthen the public school term, resulting the first year in an addition of 23.3 days, and by the passage of the compulsory attendance law, resulting the first year in an increase of about 12 per cent in public school attendance, the General Assembly of 1913 took a long and most commendable step in the direction of supplying two of the most pressing fundamental needs of the public schools, longer terms and better attendance. This progressive legislation in these directions, however, but emphasized the necessity of legislation by the General Assembly of 1915 for increased efficiency in teaching and



## Educational Opportunities

(Excerpts from a petition in behalf of the Public Schools of The United States to the President and Congress of the United States of America, signed by the state superintendents and secretaries of the state educational associations.)

Educational opportunities cannot be made adequate for all the children and in every community and state under any system of state and local taxation. The evidence is irrefutable and inescapable that unless the federal government grants financial aid to the states in support of public schools, several million American children will continue to be denied the standard of education that ought to be considered their birthright.

At the very time the nation needs the most from the schools the schools are being stripped of their teachers largely because the funds are not available, and will not be available under existing state and local support to pay the salaries necessary to enable teachers to remain in the teaching profession.

supervision to guarantee better returns for increased expenditures and justify compulsory attendance."—*Biennial Report Superintendent of Public Instruction, 1912-14*.

## Michigan College Offers Scholarship

A scholarship which remits matriculation fee (\$25) and annual tuition fee (\$60) for a full course at the Michigan College of Mining and Technology is available to a North Carolina high school graduate beginning in June, if the successful candidate wishes to enroll at that time.

The selection of the candidate from North Carolina will be made by State Superintendent Clyde A. Erwin on the basis of the transcript of the high school record of the applicant. The student making application should be in the upper half of his class and deserving.

## From The Press

**Granville County.** The contract to construct an elementary school building at Creedmoor to provide additional classroom facilities for Negro pupils will be awarded to the P. S. West Construction Co., of Statesville.

**Goldsboro.** Survey to determine the number of working mothers employed in war production so far has failed to reveal a number sufficient to qualify for nursery schools financed by federal funds, Ray Armstrong, city superintendent of schools, recently stated.

**High Point.** Final work necessary to filing application for the extended school service program, provided by Federal funds through the Lanham Act, has been completed and formal application for six white and two Negro day nursery schools for High Point will be made by Monday (April 5) of next week, it was learned today (April 3).

**New Hanover.** The public schools of New Hanover County have trained more adults in war work than any public school system in as wide an area of the State, training 5,400 men and women over a period of 12 months, H. M. Roland, superintendent of schools, revealed Monday on his return from the three-day meeting of the North Carolina Education Association in Raleigh.

**Burlington, Craven County.** The Federal Works Agency announced today (April 10) these allotments to local school authorities for aid in the operation of nurseries and other facilities for the children of war workers:

Burlington, N. C., school board, \$22,192.

Craven County, N. C., board of education, \$6,432.

**Raleigh.** The last distribution of food to public school lunch rooms by the Food Division of the State Welfare Department will be made during the week beginning April 12. Distribution to indigent families was virtually suspended weeks ago when the WPA program folded up.

**Salisbury.** War savings stamps and bonds sold in the Salisbury schools thus far this session total \$36,527.15. Supt. J. H. Knox announced last night (March 13).

**Rutherford.** High school students representing Forest City and Apex recently clashed at Chapel Hill in the finals of the 30th annual State-wide contest sponsored by the University and Forest City won.

**Shelby.** Speaking to all teachers of the city school system Wednesday afternoon (April 7) in the longest meeting held under his administration, Superintendent Walter Abernethy stressed the fact that while salaries of other State and municipal employees are being raised and the cost of living is steadily increasing, salaries of school teachers remain at the same level.



Cp 370.5

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

September, 1943

Number 1



State-adopted textbooks provide easy reading material for the school beginner.

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



# In This Issue

	Page
Superintendent's Letter .....	2
Calendar for September .....	2
Cover Picture .....	2
Editorial Comment .....	3
Notes and Announcements—	
North Carolina Schools Invest Over \$10,- 000,000 in Stamps and Bonds .....	4
British Information Service Will Supply Educational Material .....	4
Tuberculosis Association Issues Publica- tions .....	4
Man and the Motor Car .....	4
New Superintendents Elected Since 1942- 43 Directory Printed .....	4
School Entrance Date Unchanged .....	4
County Maps Available From State High- way and Public Works Commission .....	5
Burlington Jr. High School Receives Rec- ognition for Sale of Bonds and Stamps .....	5
Carl H. Walker Succeeds Maddrey in Textbook Division .....	5
Biennial Reports (box) .....	5
President Signs Law Deferring High School Boys .....	5
Triple-Threat Jeep Campaign for Fall .....	5
Victory Corps Pamphlet Issued .....	5
Geographic School Bulletins Aid in War- time Teaching .....	5
Many Educational Services Now Essential Activities .....	6
Columbia's American School of the Air for 1943-44 Announced .....	6
Consumer Education Bulletin Issued to Schools .....	6
Edpress News Letter Summarizes Recent Acts of Congress on Education .....	6
Educational Policies Commission Issues Important Pamphlet .....	6
North Carolina Men Attend Pre-Induction Driver Education Institute .....	7
State Board Adopts Supplementary Text- books .....	7
State School Facts .....	8-9
Priority Regulations Affecting Schools and Colleges .....	10
Memorandum (box) .....	10
War Savings Materials for Schools .....	11
State Standard Teachers' Salary Schedule, 1943-44 .....	11
Minutes—State Board of Education .....	12
Report Forms—Simplification .....	13
Tar Heel History—North Carolina Seals .....	13
Laws, Rulings, and Opinions .....	14-15
From the Past .....	16
American Education Week .....	16
From the Press .....	16

## STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

September 1, 1943

### To Superintendents, Principals and Teachers:

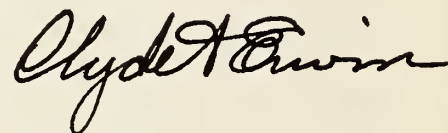
*This fall North Carolina, along with other states, will participate in the use of Federal funds "for the maintenance and operation of a school milk and lunch program". The details for the operation of this program have not all been worked out. However, three supervisors, who will give help in menu planning, equipment arrangement, suggestions for nutrition, and administration of the program, have been added to the staff of the Department of Public Instruction; and just as soon as the final plans have been completed, the necessary information concerning the program will be sent to superintendents. These supervisors are now available for meetings of teachers and principals in interpreting the requirements and other phases of the program.*

*For sometime, I have been stressing the need for making the instructional program more functional in the lives of boys and girls. It seems to me that in the field of health education there is an excellent opportunity for making the principles learned in the classroom applicable to daily living. This is especially true in those schools operating lunch rooms.*

*Classroom discussions of such matters as pupil conduct in the lunch-room, proper diet, food preparation, and cleanliness become meaningful and significant in the lives of pupils when related to the school lunch program. Many cooperative projects such as decoration of the lunchroom, student help in serving meals, and supplying restful music during the lunch period may be carried on in connection with the program. Good health habits and improved citizenship may be expected from such a school lunch program.*

*I hope you will avail yourselves of this excellent opportunity and make the Child Feeding Program an important aspect of the total educational experience of all children in the public schools of this State.*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for September

6—Labor Day

11—O. Henry (William Sidney Porter) birthday

14—"Star Spangled Banner" written

17—Constitution Day. U. S. Constitution adopted 1787

28—American Indian Day

### Cover Picture

School beginners find much to interest them in books both in the classroom and in the library. The Grace School in Buncombe County develops reading readiness with displays, books, and charts, to capture the interest of all pupils, as is evidenced by the absorption of the pictured young miss in the book which she is studying.



## North Carolina Public School Bulletin

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L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### Volume VIII

With this number we begin Volume VIII of this publication. The first three volumes were issued in mimeograph form, whereas the last four volumes were printed. To those who desire them we can supply back copies of the printed numbers.

In beginning this volume we wish to thank all of you who have expressed your appreciation and commendation to us for getting out this publication every month. We admit that it does require a good part of our time; but as long as we can make it meet the needs of those who read it, we think our efforts have been well worth the time and money expended on this undertaking. We try to include those things which we think will be of interest to you; but if we are not, won't *you* please give us your suggestions for additional features or improvements. Then, too, if you have any material that has Statewide interest and value, let's have that also. Thank you.

### Some Next Steps

Now that both the twelfth grade and the ninth month's school term are accomplished facts, it may be thought by some that the North Carolina public school system has no further room for improvement in that all we have to do now is to rest on our oars and let the schools run without any effort. That is not the case, however.

There are many phases of public education that need improvement before we can sit back and "point with pride" to a perfect school system. We do not mean to imply that we cannot point with pride to what we have recently accomplished in the field of public education. We

recognize these gains in that they represent long steps forward. The twelfth grade and the ninth month both should and will mean much in the lives of our boys and girls and in the level of educational attainment of the citizenship of North Carolina and the Nation. The census of 1950 will reflect a part of the effect of these two steps.

As stated, however, there are other steps that should be taken. And in order to be specific in this respect, we mention some of these next steps, as follows:

1. Raise the compulsory attendance law to 16 years old and provide for the administration of the law.
2. Codify the public school laws.
3. Provide for supervisors or directors of instruction in the county and city administrative units.
4. Increase the salaries of the school personnel.
5. Provide pre-school educational facilities.
6. Reduce the average daily attendance required in the allotment of teachers—teacher load.
7. Strengthen the teacher training facilities and also provide more intensive in-service as well as pre-service training.
8. Plan for a postwar school building program.
9. Revise the standards for the accreditation of both elementary and high schools.
10. Secure Federal Aid in order to more nearly equalize the educational opportunities in the various states.

There are still other items that could be mentioned, but these will suffice to indicate that our efforts toward improving the child opportunities should not cease. On the other hand, we should take heart and strive even harder than ever before for those things that will make North Carolina the equal of any other state in public education.

### Teacher Load

We wonder if it isn't about time for school officials to get together and work for a smaller teacher load for the schools of the State?

The present teacher load—36 pupils for elementary teachers and 35 for high school teachers—was set some years ago when the state did not have the money and had to assign the heavy load; but now the state has the money and it would

mean much to the pupils of the state if their teachers did not have such heavy teaching loads.

We'll admit that 36 and 35 do not sound so heavy, but grades just don't stack up for division according to those figures, and, therefore, sometimes a teacher may have as many as 50 odd pupils, or even more.

At present, too, the requirements that any additional teachers a school may win for a particular year will depend upon the attendance during the first two weeks of school seems unjust; for in the rural schools the attendance for these two weeks is lowest of the year.

We have before us figures for one group of seven schools which had an average attendance of 93 pupils more for the whole year than it had for the first two weeks of a term. Those figures are rather characteristic.

It would seem that the new state board of education with its increased powers could do something about this matter; and we suggest consideration of the following, in addition to the statements above:

North Carolina teachers are carrying about the heaviest loads of any teachers in the country; the legislature apparently did not contemplate any drastic reduction in the number of teachers such as now being carried out during this wartime period of shifting population; and the increased wartime demands upon teachers makes it desirable for them to have lighter teaching loads.

We'll admit that all schools would not be able to get all the teachers they need if the load was decreased, but this is a problem for local unit administrators and should not be used by the state board as an excuse for not providing for the children of the state the teaching opportunity these children so much deserve.—E. L. R. in the Goldsboro *NEWS-ARGUS*.

### Teacher Pay

The National Education Association, in a news story sent out recently, points out that the quality of education is bound to decline in this country because many emergency certificates are being issued to persons who are not fully qualified to teach. The NEA says that the scarcity of teachers has been brought about because the pay scale of teachers is far below that of any other profession. In fact, many teachers earn less than the charwomen who clean up buildings in the cities. Some states, among them being North Carolina, have taken steps to increase the pay of teachers, but there is still room for further increases. The teachers have one of the most important tasks in our modern civilization, and it is a short-sighted and costly policy to employ any but the best. And the only way to get the best teachers is to compete for their services with industry and business, which means paying them far above the present scale. — Albemarle *NEWS AND PRESS*.

### Can YOU Beat the Quiz Kids?

War Savings questions will be hurled at the famous Quiz Kids on their regular broadcast on Sunday, September 19, during the Third War Loan Drive. Listen in and encourage your students to match their wits against America's most famous youngsters in the facts and figures about War Bonds and Stamps. September 19—Quiz Kids on WAR SAVINGS BONDS.



# NOTES AND ANNOUNCEMENTS

## North Carolina Schools Invest Over \$10,000,000 In Stamps And Bonds

North Carolina, through its "Schools-at-War" program, purchased \$10,305,000 worth of stamps and bonds during the school year 1942-43, it is learned from a recent letter to Homer W. Anderson, Associate Field Director of the War Finance Division, Washington, from C. H. Robertson, State Administrator for North Carolina.

"Sales as reported for the school period of 1942-43," stated Mr. Robertson, "are as follows: County schools \$6,515,000 and city schools \$3,790,000 making a total of \$10,305,000 of stamps and bonds sold in the schools for the period 1942-43. Since the pupil enrollment of North Carolina is 890,000, this gives the per capita pupil investment of \$11.50."

Mr. Robertson further states that these figures "are considerably less than the amount sold, due to the fact that we did not have any monthly reporting system until January 1, 1943, and were only able to get the total amount previous to January 1 as reported by the superintendents from the records they had."

"The purchase of jeeps and other army equipment has been a great factor in the promotion of sales of stamps and bonds in our schools," Mr. Robertson said.

Mr. Robertson gives the main credit for the showing made by North Carolina to Mrs. J. S. Blair, formerly president of the North Carolina Congress of Parents and Teachers, who has had charge of the "Schools-at-War" Program. "Mrs. Blair has certainly accomplished an outstanding record with the State schools under her direction and supervision," he stated.

## British Information Service Will Supply Educational Material

Educational material on Britain is available for teachers from the British Information Services, 30 Rockefeller Plaza, New York. This material, in the main free, includes the following types: (1) Pictorial charts of visual facts, (2) panels of photographs, (3) maps, (4) posters, (5) literature for teachers, (6) literature suited to children, (7) films, (8) exhibitions of education in Britain, and (9) exhibitions of children's posters.

The Exhibition of Education in Britain shows the (a) Different types of British schools, (b) How schools carried on during the blitz, (c) The new war-time institutions: War-time nurseries and camp schools, and (d) How British children are learning about America. Exhibitors are expected to pay transportation from the last showing of this exhibit, which weighs about 500 lbs.

## Tuberculosis Association Issues Publication

The North Carolina Tuberculosis Association has announced the publication of a suggested school program, *Building a Better World*, which has for its theme, growth in mental health. Prepared by a committee of teachers, with Dr. Ruth Strang as chairman, at Teachers College, Columbia University, it is inspired by the child on this year's Christmas Seal who represents all the children of the world.

*Building A Better World* has been highly recommended by the members of the State Department of Public Instruction. Dr. J. H. Highsmith, Director Division of Instructional Service, has suggested to all superintendents and principals that at least one general teachers meeting be devoted to a discussion of mental health, using *Building A Better World* as a basis for study of this topic.

*Building A Better World* will be welcomed by teachers everywhere because it shows them how they may help children to understand and to adjust to the confusing changes that war has brought into their lives. Current educational journals and bulletins are full of this theme, and educators fully recognize the responsibility of the school to interpret the profound changes taking place in the world to the children in school terms of human behavior and understanding. How every day situations in the classroom offer opportunities for building mental health is clearly pointed out and practical suggestions are given for making the most of them. Material for the early elementary grades, the upper elementary grades, junior and senior high schools is included, together with a short bibliography for the guidance of those teachers who may wish to pursue the subject further. Copies of this publication may be obtained from the chairman of the Tuberculosis Association, the Community Committee, or by writing to the N. C. Tuberculosis Association, Box 468, Raleigh, N. C.

## Man and the Motor Car

The book, *Man and the Motor Car*, used as a text for courses in Driver Education may be secured from the State Department of Public Instruction at 25 cents per copy. Orders, accompanied by check or money order except in the case of superintendents, should be placed with L. H. Jobe, Director of Publications, Raleigh, N. C.

## New Superintendents Elected Since 1942-43 Directory Printed

Since the 1942-43 Educational Directory issued annually by the State Department of Public Instruction was printed, the following new superintendents have been elected and will be in charge of schools in their respective administrative units for the year 1943-44:

Alleghany—Clyde Fields, Sparta  
Ashe—A. B. Hurt, Jefferson  
Concord—R. B. McAllister, Concord  
Shelby—Thos. H. Wetmore, Shelby  
Currituck—E. C. Woodard, Currituck  
Franklinton—W. P. Morton, Franklinton  
Mooresville—E. C. Cunningham, Mooresville  
Jones—B. B. C. Kesler, Trenton  
Mecklenburg—  
Polk—N. A. Melton, Columbus  
Asheboro—F. D. McLeod, Asheboro  
Red Springs—J. W. Byers, Red Springs  
Laurinburg—D. K. Pittman, Laurinburg  
Tyrrell—W. J. White, Columbia  
Watauga—S. F. Horton, Boone.

## School Entrance Date Unchanged

Although there was some effort made to change the date for school entrance of children becoming six years old during the school term, the General Assembly of 1943 made no change in the law on this question. The law is now the same as it was originally enacted in 1939, which reads as follows:

"Children to be entitled to enrollment in the public schools for the school year one thousand nine hundred thirty-nine, and each year thereafter, must be six years of age on or before October first of the year in which they enroll, and must enroll during the first month of the school year." Section 22½ of the School Machinery Act. Superintendents, principals and teachers are requested by State Superintendent Clyde A. Erwin to give as broad publicity as possible to this law, since many people think it was changed.



## County Maps Available from State Highway and Public Works Commission

County maps of North Carolina, showing all roads subject to public maintenance, all railroads, all streams, road bridges, all rural houses, churches, SCHOOLS, and business places visible from any maintained road, as well as road types, National and State Parks and forests, mountain peaks and ranges, and all other natural features of importance, may be secured from the State Highway and Public Works Commission, Raleigh, N. C., at 50 cents per sheet. With few exceptions a sheet shows a single county. The scale of the maps is one inch to the mile.

Under existing wartime rulings, the purpose and use of the maps and assurance that they will not be duplicated or released by the purchaser must be given upon ordering. All orders are on the basis of payment in advance, with no discounts for quantity.

## Burlington Jr. High School Receives Recognition for Sale of Bonds and Stamps

Students of the Hillcrest Junior High School, Burlington, received a distinguished service certificate from Henry Morgenthau, Jr., Secretary of the Treasury of the United States, for their outstanding work in the sale of war stamps and bonds during the year 1942-43. Stamps sold among the students and faculty totaled \$5,950.90 while \$38,050 were spent for bonds.

The school's "Schools at War" scrapbook, showing the various activities in the united program of all grades, was commended also by C. H. Robertson, State Administrator of the War Savings Staff. Mr. Robertson said:

"Your Schools-at-War scrapbook which we recently returned to you was chosen as one of the most representative in the State, and we desire to place it in the North Carolina State Archives for future reference. If you will give us permission to use your scrapbook, please return it to us."

## Carl H. Walker Succeeds Maddrey in Textbook Division

Carl H. Walker, principal of the Bailey High School, Nash County, has been employed to succeed C. G. Maddrey, who resigned to go into farming, as field representative for the Division of Textbooks. Mr. Walker began work on May 25, 1943.

Mr. Walker has been engaged in school work during the entire period since his graduation from the University in 1920. For three years he was a teacher in the Poplar Branch High School in Currituck, his native county. From there he returned to the University as a teaching fellow and from which he received his master's degree in 1923.

## Biennial Reports

Copies of the "Biennial Report of the Superintendent of Public Instruction of North Carolina" for years back to 1908 may be secured by high school and college libraries from the State Department of Public Instruction without cost except for transportation. Make request, stating years for which copies are desired, to L. H. Jobe, Director of Publications, State Department of Public Instruction, Raleigh, N. C.

Following this he became principal of the Calypso High School, Duplin County, where he resided for four years, then transferred to the Teachey High School, same county, where he was principal for eleven years before going to Bailey, from whence he came to the State Office to assist in the distribution of textbooks.

## President Signs Law Deferring High School Boys

On July 9, 1943, the President signed H. R. 1991 which provides for the deferment of an 18-year-old boy enrolled in secondary schools until the end of his academic year, if called for induction during the last half of his academic year. This Act makes accelerated and adjusted programs for some students more advantageous to the end that they may graduate or complete a school year before induction.

This law as amended reads as follows:

"Any person eighteen or nineteen years of age who, while pursuing a course of instruction at a high school or similar institution of learning, is ordered to report for induction under this Act during the last half of one of his academic years at such school or institution, shall, upon his request, have his induction under this Act postponed until the end of such academic year, without regard to the date during the calendar year on which such academic year ends, or until he ceases to pursue such course of instruction, whichever is the earlier. The induction of any such person shall not be postponed under this subsection beyond the date which would constitute the end of his academic year if he continued to pursue such course of instruction."

## Triple-Threat Jeep Campaign For Fall

With summer schools, camps and playground groups still "buying" jeeps, the enthusiasm of American youth for the little battlewagons is soaring. At the suggestion of many school officials this enthusiasm will be capitalized in the Fall Triple-Threat Jeep Campaign which may

begin any time after the opening of school.

The new Jeep Campaign will culminate with Pearl Harbor Day, December 7th, when final reports must be sent to the office of the State War Finance Committee. The Triple-Threat comes in the form of the three kinds of jeeps—on land, on sea, and in the air. For the usual land-going variety or jumping jeep priced at \$1,165 has two cousins—the swimming jeep or "Quack" priced at \$2,090, and the flying jeep or grasshopper plane for \$3,000. The complete Triple-Threat total \$6,255.

Full details of the new campaign are given on the Triple-Threat Jeep Poster included in the October issue of *Schools-at-War*, *War Savings News Bulletin for Teachers*. This poster illustrates and prices the three jeeps and gives campaign regulations and suggestions. The national goal has been set at 20,000 of the famous little machines. This means a school War Bond quota of approximately \$40,000,000 or an increase of \$4,000,000 over the sales totals reported during the spring campaign.

## Victory Corps Pamphlet Issued

Publication of a pamphlet, "Community War Services and the High School Victory Corps," was announced recently by the Office of Education, Federal Security Agency.

"Participation in wartime community service activities is recognized as a condition for general membership in the High School Victory Corps," states John W. Studebaker, U. S. Commissioner of Education, in the pamphlet which suggests numerous ways by which the Nation's 28,000 high schools can help on the home front.

The pamphlet gives examples of a wide variety of service activities already undertaken by students in communities in all parts of the country. Planning aids including books, pamphlets, and motion pictures are also included.

Among types of community services discussed are salvage, war stamp and bond sales, child-care services, health and hospital services, consumer programs, housing programs, school and education programs, library services and information services.

Copies of "Community War Services and the High-School Victory Corps," Pamphlet No. 5 in the Victory Corps series, may be obtained from the Superintendent of Documents, Washington 25, D. C., for 15 cents each.

## Geographic School Bulletins Aid in Wartime Teaching

A timely aid in the special wartime problems of teaching is the unique educational service provided to schools by the National Geographic Society — the *Geographic School Bulletins*. This is a weekly



illustrated periodical which describes the places, peoples, industries, commodities, and scientific developments toward which the news has directed popular interest. A geographic link between the tense news of the day and the quiet classroom, the Bulletins will resume publication for the fall term on October 4.

Containing five brief factual articles and seven illustrations or maps in each issue, the Geographic School Bulletins are published for 30 weeks of the school year. Their format is designed so that each article, with its illustrations and suggestions for further reading, is a complete unit which can be detached for separate filing or for bulletin board use. A yearly index serves as a guide to each of the 150 articles and 210 illustrations of the year.

Throughout last winter's North Africa campaign, the Geographic School Bulletins accompanied the headline parade of strange geographic names with background descriptions of Morocco, Casablanca, the *chotts*, Kairouan, Sfax, Tunis, Bizerte. The Bulletins called the roll of invaded valleys in New Guinea and embattled islands in the Solomons, which appeared in peacetime reference books as mere undifferentiated items in general summaries. In March the Bulletins carried an account of the Sicilian Narrows of the Mediterranean, which United Nations finally spanned in July to invade Sicily. In line with the Good Neighbor policy, the Bulletins have been publishing a series of articles on the Latin American nations, each accompanied by illustrations and a detailed map.

## Many Educational Services Now "Essential Activities"

Numerous "Educational Services" are included in the revised list of "essential industries and activities" issued during the past month by the War Manpower Commission. These activities, which are taken into consideration in determining Selective Service status, now include "public and private industrial and agricultural vocational training; elementary, secondary, and preparatory schools; educational and scientific research agencies; junior colleges, colleges, universities, and professional schools; and the production of technical and vocational training films."

## Columbia's American School of the Air for 1943-1944 Announced

The American School of the Air Program for 1943-1944 was recently announced by the Columbia Broadcasting System. The program is divided in five parts, one for each school day, as follows:

Monday: Science at Work—Tools of Science

Tuesday: Gateways to Music

## Edpress News Letter Summarizes Recent Acts of Congress on Education

*Edpress News Letter* issued by the Educational Press Association, Washington, in its first August edition reviews the acts of the 78th Congress as they relate to education. A brief review of what was done or not done, as reported by this publication, follows:

1. *Rehabilitation.* There are two new laws on the statute books for the vocational and physical rehabilitation of handicapped persons: (a) the Barden-LaFollette Act for rehabilitating persons injured in industry, in civilian defense protective services and while on duty in the merchant marine. This law supplements and improves the existing system of vocational rehabilitation. (b) Another law permits the Veterans Administration to use and extend its present training facilities, or use those of any other Governmental agency or those maintained by joint Federal-State support.

2. *Federal Aid.* The "Educational Finances Act of 1943" providing

Wednesday: New Horizons—World Geography

Thursday: Tales from Far & Near

Friday: This Living World—Today and Tomorrow.

The first broadcast will be made on Monday, October 11, with the "Story of Water Supply—The Pump" as the title and the series will end on April 28, 1944, with the subject "World Peace." A manual containing a comprehensive outline of some 130 broadcasts with bibliographies and suggested student activities, will be furnished free to teachers upon request to the Education Director of the nearest CBS station.

## Consumer Education Bulletin Issued to Schools

During the summer the Department of Public Instruction in cooperation with the Office of Price Administration and local school workers prepared a bulletin on consumer education entitled *Ways to Victory on the Home Front: How a Teacher May Help Win the War*. The bulletin gives suggestions to teachers for teaching conservation, wise buying, rationing, price control and other phases of wartime consumer education. Eleven units of instruction are outlined and the meaning and danger of serious inflation are pointed out. Copies of the bulletin were distributed to various summer school groups and to home economics and agriculture teachers.

Members of the committee which prepared the bulletin are: H. Arnold Perry, A. S. Proctor, Thomas L. White, Catherine Dennis, A. G. Bullard, Roy W. Morrison, Clyde W. Humphrey, Frances Lacy, Ruth Vick Everett, and James T. Taylor.

The bulletin has been most favorably received by school people in the State and has been mentioned in the national O. P. A. Bulletin.

for Federal aid to education was left on the Senate Calendar.

3. *War Training Programs.* The Congress appropriated \$90,000,000 for vocational war training, \$3,230,000 for vocational rehabilitation, \$25,000,000 for engineering science management war training, \$12,500,000 for courses in food production, farm machinery repair and mechanics, and \$2,000,000 for visual aid instructional units for training in occupations essential to war.

4. *War Information.* The Educational Services Division and Publications Division of the Office of War Information were eliminated and the work of the Motion Pictures Bureau was curtailed.

5. *NYA.* The National Youth Administration was ordered liquidated, with first choice of equipment and property of that agency going to non-Federal vocational education authorities.

6. *Nurses.* An act was passed providing that institutions offering student nurses training in accordance with a plan approved by the Surgeon General of the United States shall be compensated with tuition and other fees as well as maintenance expenses for the students.

7. *Deferred High School Students.* Under an amendment to the Selective Service and Training Act, high school students in the last half of their academic years may ask to have their induction deferred until the end of the academic year, or until graduation, "whichever is earlier."

8. *Loans vs Scholarships.* The student War Loan Program will be discontinued by June 30, 1944, except to those who received loans last year. The War Department was authorized to issue scholarships to 17-year-old high school graduates who make high grades on entrance examinations given by the Army College training program.

9. *School Lunches.* The War Food Administration was authorized to spend \$50,000,000 "to reimburse schools for purchase of food and milk for school lunches."

## Educational Policies Commission Issues Important Pamphlet

*Education and the People's Peace* is the title of a 60-page pamphlet recently published by the Educational Policies Commission. This publication proposes a three-point program whereby educational services may help to safeguard the peace and extend the democracy for



which our people are now fighting a great war; as follows:

1. An immediate and extensive program of education among the people of the United States with reference to their international responsibilities and opportunities.

2. The immediate establishment of a United Nations agency for handling educational matters, making education more effective in winning the war, planning postwar education in occupied countries, and rehabilitating educational services where necessary.

3. As successor to the United Nations agency in education a permanent international organization for education. The report outlines something of the structure of such an organization, and enumerates its principal purpose.

Copies may be secured from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C., at 10 cents each, or discounts on quantity orders: 2 to 9 copies—10%; 10-99 copies—25%; 100 or more copies—33 1/3%.

## North Carolina Men Attend Pre-Induction Driver Education Institute

Five men from North Carolina enrolled in the recent Quartermaster Pre-Induction Driver Education Institute at Camp Lee, Virginia. They were: Ronald Hocutt, N. Carl Barefoot, and C. R. Simpson from the Safety Division of the Department of Motor Vehicles, T. E. Glass of the School Bus Division of the State Board of Education, and Ralph J. Andrews, State Coordinator for the High School Victory Corps in the Division of Instructional Service of the State Department of Public Instruction.

The three-day school consisted of intensive dawn-to-dark classroom work, road demonstrations, driving practice and shop instruction. The intense interest of the selected representatives from nineteen states and the unstinted teaching efforts of nationally known leaders in driver education combined to bring about an effect which, it is hoped, will result in additions to the wartime offerings of the schools in many states.

Colonel J. H. Johnson was chairman and director of the Institute and was ably and efficiently assisted by others of the Camp Lee staff. Other army and civilian officials cooperated with Colonel Johnson in planning, presenting, and directing the various aspects of the problem of initiating and developing driver education from the angle of civilian interest as well as from the standpoint of military needs.

## State Board Adopts Supplementary Textbooks

Additional Supplementary books for high school use in connection with the "High School Victory Corps" program, for preinduction courses, and for otherwise supplementing instruction implementing the war effort, were adopted by the State Board of Education at its July meeting; and contracts with publishers of books recommended in the Report of the Committee from the State Department of Public Instruction were authorized to be executed by its chairman and secretary. Following is a list of these newly adopted books, the names of the publishers, and the retail prices at which they may be sold in North Carolina:

	Retail Price
<b>MACHINES—</b>	
<i>Fundamentals of Machines.</i> American.....	\$1.03
<i>Fundamentals of Machines.</i> Ginn.....	1.07
<i>Fundamentals of Machines.</i> Holt.....	1.21
<i>Fundamentals of Machines.</i> Houghton.....	1.07
<i>Applied Mechanics and Heat.</i> McGraw.....	1.73
<i>Fundamentals of Machines.</i> Scribner.....	1.04
<b>SHOPWORK—</b>	
<i>Shopwork.</i> American.....	.93
<i>Fundamentals of Shopwork.</i> Macmillan.....	1.13
<i>Elementary Mathematics for Machine Trades.</i> McGraw.....	1.38
<i>Pre-Service Course in Shop Practice.</i> Wiley.....	1.31
<i>Fundamentals of Electric Welding.</i> Winston.....	1.14
<i>Fundamentals of Shopwork.</i> Winston.....	1.14
<b>AUTOMOTIVE MECHANICS—</b>	
<i>Automotive Mechanics I.</i> American.....	.93
<i>Automotive Essentials.</i> Bruce.....	2.10
<i>Pre-Service Course in Automotive Mechanics.</i> Wiley.....	1.69
<b>RADIO—</b>	
<i>Radio I.</i> American.....	.86
<i>Laboratory Manual in Radio.</i> McGraw.....	.69
<i>Elements of Radio.</i> Prentice.....	2.76
<b>ELECTRICITY—</b>	
<i>Fundamentals of Electricity.</i> American.....	.96
<i>Fundamentals of Electricity.</i> Ginn.....	1.07
<i>Fundamentals of Electricity.</i> Heath.....	.87
<i>Fundamentals of Electricity.</i> Holt.....	1.10
<i>Fundamentals of Electricity.</i> Macmillan.....	1.13
<i>Elementary Electricity.</i> McGraw.....	1.73
<i>Fundamental Jobs in Electricity.</i> McGraw.....	1.90
<i>Basic Electricity.</i> Scott.....	1.38
<i>Fundamentals of Electricity.</i> Scribner's.....	1.04
<i>Pre-Service Course in Electricity.</i> Wiley.....	1.31
<b>AVIATION—</b>	
<i>Elementary Avigation.</i> Heath.....	1.38
<i>Before You Fly.</i> Holt.....	1.73
<i>Effects of Flight.</i> McGraw.....	.52
<i>Elementary Meteorology.</i> McGraw.....	1.52
<i>Operation of Aircraft Engines.</i> McGraw.....	.77
<i>Physics in Aviation.</i> McGraw.....	.77
<i>Principles of Flying.</i> McGraw.....	1.30
<b>BUSINESS EDUCATION—</b>	
<i>Civil Service Training.</i> Gregg.....	1.21
<i>Frequently Used Army and Navy Terms (paper cover).</i> Gregg.....	.21
<i>A Refresher Course in Gregg Shorthand (paper cover).</i> Gregg.....	.25
<i>Typing for Radiomen and Telegraphers (paper cover).</i> Gregg.....	.52
<i>Words and Phrases Most Frequently Used in the Quartermaster Corps. (paper cover).</i> Gregg.....	.21
<i>War Industry Typing (paper cover).</i> Rowe.....	.52
<i>Advanced Speed Typing (paper cover).</i> Southwestern.....	.48
<i>Army and Navy Filing (paper cover).</i> Southwestern.....	.24
<i>Clerical and Civil Service Training Workbook (paper cover).</i> Southwestern.....	.86
<b>WELDING—</b>	
<i>Aircraft Riveting Fundamentals (paper cover).</i> Bruce.....	.28
<i>Electric Welding (paper cover).</i> Bruce.....	.34
<i>Oxyacetylene Welding (paper cover).</i> Bruce.....	.62
<b>MATHEMATICS—</b>	
<i>Mathematics for Pilots.</i> McGraw.....	.64
<i>Basic Mathematics for Pilots and Flight Crews.</i> Prentice-Hall.....	1.38
<i>Wartime Refresher in Fundamental Mathematics.</i> Prentice-Hall.....	.97
<b>LANGUAGE ARTS—</b>	
<i>English at Command.</i> Ginn.....	1.14
<b>SOCIAL STUDIES—</b>	
<i>Youth Goes to War.</i> Science Research.....	1.08



# STATE SCHOOL FACTS

## The Schools During Wartime

Although actual battles are not being fought on the American continent, this Nation is engaged in the conflict, and this State, like that of other states, has felt the impact of the War. The public schools have not escaped the effects of it. Even before the attack on Pearl Harbor, with the aid of Federal funds those schools which had suitable and sufficient equipment had inaugurated defense training classes. Other schools were placing greater emphasis on Social Studies, including History, Geography and Democracy. After this country actually declared War, the public schools have gradually adjusted their programs to the situation as it has evolved.

### Physical Education

At the very outset, as an outgrowth of a conference called by Governor J. Melville Broughton, an Emergency Program of Health and Physical Education was initiated in the public high schools by the Department of Public Instruction. In addition to what was already being given in these schools, health and physical education was set up as a required part of the curriculum for all boys in grades 10 and 11 in eleven-year systems and in grades 11 and 12 in twelve-year systems. This course included:

1. A complete physical examination of all boys.
2. A follow-up program to correct remedial defects revealed

ical education was stressed again during the year 1942-43 and although figures covering this work have not been compiled, it is known from observation through field contacts that the public high schools of North Carolina are giving a greater emphasis than ever before to the physical side of the training of boys and girls.

### Mathematics and Science

In addition to this increased emphasis upon health and physical education, greater attention was given to mathematics, physics, and pre-flight courses during the past school year, as a part of their preparation for military service or for work in war industries. New basic texts emphasizing the fundamentals of arithmetic, algebra, geometry and trigonometry were adopted especially for students in the upper high school grades, and other materials needed for the training of youth for service with the armed forces have been made available to the schools.

### Vocational Education

*Training of War Production Workers.* As stated above, the defense training program was the first effort to adjust the schools to the War. This program got under way in 1940 but after this Nation actually declared war, it has been expanded until as of July 1, 1943 there were 24 different centers in

upon the improvement of food habits, nutrition, conservation of foods, and the better utilization of all food and clothing used especially in connection with the war effort. *Trades and industries.* The program in this field has been devoted largely to the training of workers for the essential war industries in cooperating with the War Production Training Program.

*Distributive education.* Emphasis in this program has shifted radically on account of the war from teaching techniques of salesmanship so as to increase volume to that of teaching store workers how to meet situations which have arisen because of ceilings, shortages of materials, and price controls.

*Occupational information and guidance.* The desire of youth to adjust their educational careers to the demands of the war, both on induction into the armed services and in their civil life, has greatly accentuated their interest in occupational information and their desire for guidance in this respect.

*Rehabilitation.* Due to the greatly accelerated activity in war industries there has been an increase in the number of accidents and thus the demand for rehabilitation service has more than trebled since the war started. The number of rehabilitated persons was 402 in 1940-41, whereas in 1942-43 there were 1,262 persons rendered service through this department of the Division of Vocational Education.

### The Teacher Situation

The war has made serious inroads on the ranks of teachers. Others have left the profession to accept more lucrative positions with essential war industries. Women

ious shortage of repair parts and replacements, but the situation as to tires and other necessary bus equipment is now becoming critical in some instances. Unless the war ends this year, a more serious situation may be expected to develop this winter.

One other noticeable effect of the war has been that of the employment of more girl drivers to take the place of boys who have gone into actual war service.

### Building Activities

The advent of war caused a virtual cessation of the normal school building activities, except in communities where military camps have been established or where emergency conditions exist as a result of war industries. Increased emphasis has been placed upon the maintenance, beautification and repair programs.

### Nursery Schools

In order to take care of children two to six years old whose mothers are employed in war industries and whose fathers are in the armed services, the Federal Government has made grants to the states for the establishment of nursery schools. These child care schools have been operated in a number of centers throughout the State during the past year, notably Fayetteville, Wilmington, Jacksonville, Guilford County, Greensboro, Cumberland County, Scotland County, Laurinburg, Durham, and Cherry Point in Craven County.

### School Libraries

There has been a growing interest in war information, and by engaging in salvage campaigns, first aid classes, Victory



Journalism, Publicity, and Cherry  
Landing, Virginia, 1943  
The Teacher, Summer, 1943  
Occupational Education  
Total of 4,401 persons were employed  
actually declared war. It has been  
expanded until July 1, 1943

and the prevention of com-  
municable diseases.  
4. A physical education program,  
including games, athletics,  
sports, and other activities.  
5. Courses in safety, including  
fire prevention, safety against  
air raids, home and school safe-  
ty, driver education and traffic  
safety.

A partial outcome of this pro-  
gram during this year of 1941-42 is  
shown by the following figures:

No. students given medical examinations .....	39,741
No. given dental examina- tions .....	19,480
No. enrolled in physical education .....	90,509
No. enrolled in health and safety classes—	
Nutrition .....	37,597
First Aid .....	43,311
Communicable dis- eases .....	26,092
Safety .....	37,088
This program in health and phys-	

total of 4,401 persons were employed  
in the following types of training:  
Preemployment 719; Supplement-  
ary 541; and Training Within In-  
dustry 891. Approximately 15,000  
workers are being trained yearly.  
*Out-of-School Rural Youth.* Paral-  
leling the program of Training of  
War Production Workers has been  
that of the Out-of-School Rural  
Youth Program. This program is  
also financed by Federal funds.  
During the past school year 311  
white schools and 72 Negro schools  
have provided this type of program,  
a total of 383 departments.  
*Agriculture.* Under the regular  
vocational agriculture program, em-  
phasis has been given to the repair  
of farm machinery, to the Victory  
Garden Program, and to make a di-  
rect contribution to the war effort  
in the production of food.  
*Home Economics.* The regular  
program of vocational home eco-  
nomics education has been geared  
to the War by increased emphasis

tered the armed forces, whereas  
others have left the profession to  
accept more lucrative positions  
with essential war industries. Wom-  
en teachers, too, have gone into var-  
ious types of civilian and war work,  
including WACS, WAVES and  
SPARS.  
In order to offset the shortage of  
teaching personnel thus developed  
two important steps were taken:  
(1) An act was passed by the Gen-  
eral Assembly providing for a War  
Bonus, which increased the salary  
of the average teacher \$180 per  
year; (2) The State Board of Edu-  
cation provided for the issuance of  
a War Permit Certificate in order  
that persons not otherwise quali-  
fied might be found to replace those  
teachers who left the profession for  
more remunerative employment.  
As a direct result of the war,  
therefore, it may be said that the  
average scholastic training of North  
Carolina teachers has been lowered.  
Then, too, due to the decrease in  
number of pupils attending schools,  
especially in the high schools on  
account of military service, the  
number of teachers actually em-  
ployed for the current year, 1943-44,  
will be smaller.

STATISTICAL SUMMARY, 1942-43 HIGH SCHOOL  
VICTORY CORPS

No. Students Participating in	White	Negro	Total
General Victory Corps .....	30,505	8,096	38,601
Land Service .....	3,534	896	4,430
Air Service .....	2,382	182	2,564
Sea Service .....	1,436	52	1,488
Production Service .....	4,816	2,510	7,326
Community Service .....	9,717	3,549	13,266
Group Counseling .....	51,701	17,771	69,472
Individual Counseling .....	22,773	7,486	30,259
Pre-flight Aeronautics .....	2,314	557	2,871
Refresher or Pre-induction Mathematics .....	4,788	1,096	5,884
Fundamentals of Electricity .....	1,832	570	2,402
Fundamentals of Radio .....	769	166	935
Fundamentals of Machines .....	1,595	397	1,992
Fundamentals of Shopwork .....	4,827	1,980	6,807
Fundamentals of Automotive Mechanics .....	663	144	807
Physics (emphasizing pre-induction materials) .....	3,960	847	4,802
Military Drill .....	525	44	569
Scrap Drive .....	53,168	13,869	67,037
Bond and Stamp Sales .....	41,935	12,424	54,359
First Aid Course .....	4,864	726	5,590
Red Cross Work .....	32,418	9,360	41,778

High School Victory Corps  
The High School Victory Corps is  
a plan to help the schools adjust  
their programs to wartime condi-  
tions. It gives recognition to boys  
and girls to the war work they have  
done or are doing, and attempts to  
motivate this wartime work. It  
serves as an overall plan to cover  
all of the wartime school activities.  
The Victory Corps emphasizes  
the following eight objectives:

1. Guidance into critical services  
and occupations
  2. Wartime citizenship
  3. Physical fitness
  4. Military drill
  5. Competence in science and  
mathematics
  6. Preflight training in aeronau-  
tics
  7. Preinduction training for criti-  
cal occupations
  8. Community services.
- Much of the discussion made  
might well be considered as a part  
of the High School Victory Corps.  
Perhaps, a better view of this pro-  
gram might be obtained, however,  
from statistics for 1942-43 showing  
the actual participation of students  
in these various aspects of the Vic-  
tory Corps. The table printed else-  
where shows this statistical sum-  
mary for the State.

It should be noted that in case of  
the various community services  
many elementary students partici-  
pated, but the numbers are not in-  
cluded in the figures presented  
here. It should also be pointed out  
that teachers and principals assist-  
ed in the several rationing pro-  
grams conducted by the Federal  
Government.



# PRIORITY REGULATIONS AFFECTING SCHOOLS AND COLLEGES

## Editor's Note:—

From time to time attention has been called to specific orders of the War Production Board which affect procurement by schools. As a general summary of some of the more important regulations and orders affecting schools, Mr. Claude L. Hough, Jr., Chief, School and College Section Government Division, War Production Board prepared the following statement.

Practically every War Production Board E, L, M, or P order affects an educational institution in some manner, directly or indirectly. They must take their chances along with other equally essential activities when it comes to obtaining a share of the equipment and supplies available to essential civilian activities. The principal regulations with which educational purchasing agents should be familiar are:

Priorities Regulations 1—3—7  
CMP Regulations 1—2—3—4—5A—7.

Orders L-144 and P-43 (for Laboratory equipment)

Order P-135 (Reagent Chemicals)

Order M-208 (Softwood lumber)

Order L-41 (Construction)

Order L-38 (Commercial refrigerators)

Order L-3-d (Domestic Refrigerators)

Order L-182 (Foodwarming and cooking equipment other than electric plus dishwashers)

His primary tools today are:

1. CMP-5A (or Governmental Requirements Plan)
2. CMP Regulation 4—the Warehouse Order for small quantities of Controlled Materials.
3. PD-620 for laboratory equipment.
4. PD-427 for domestic refrigerators and PD-831 for commercial.
5. PD-638A for Cooking Equipment.
6. PD-556 for release of numerous items under several orders.
7. Various publications, several of which should be in every Purchasing Agent's library, such as:
  - (a) Complete services of Commerce Clearing House of Chicago or Prentice Hall of New York.
  - (b) "Allocations and Priorities Guide" from the Coordinations Corporation of Chicago a condensation of material from numerous war agencies.
  - (c) Federal Register.
  - (d) "Victory Bulletin" published by Office of War Information.
  - (e) "Education for Victory" published by the United States Office of Education.
8. The local War Production Board Field Office where you should become acquainted.
9. The Emergency Rating Plan for actual or imminent breakdowns in your physical plant (do not abuse this privilege).
10. The Redistribution Division (used equipment branch) through whose local or Washington records you can locate

idle equipment and materials and with whom, you in turn, can list idle items on your property.

11. PD-1A and other Special forms when they apply.

Remember this when buying for your educational institution today:

1. Despite what your eyes see lying idle in your town, from a national viewpoint there really isn't enough of all critical materials to meet the demands for war even, hence what you see must be conserved as part of the nation's stockpile and released only for the most essential functions.
2. Don't let the War Production Board turn down your own school people—you turn down requests without sending them to the War Production Board if they are restricted by current War Production Board orders. In other words, set yourself up as a War Production Board "field office" representative on your campus to "screen" applications in accordance with War Production Board regulations.
3. Take the stand at your institution that equipment purchased in peacetimes by a particular department is the property of the whole institution now and not of just one department. Also, equipment should be transferred from less essential to more essential functions.
4. Inspect your property regularly to make sure that you are protected against fire. Too many schools are burning down. The school you might be able to build today is not the sturdy type you would build in peace times. So check your property.
5. File all PD-1A's through the nearest office of the War Production Board. Beginning May 8, those offices began to process applications up to \$500.00. File PD-200C for non-federal school building projects under \$10,000 with nearest WPB Field Office.
6. Those of you who have ESMWT courses have been requested by the United States Office of Education to forward your applications through that office. Both offices attach a memorandum of support before forwarding them to the War Production Board.
7. When you come to the War Production Board as a last resort to obtain priority assistance for the delivery of critical materials or for the release of restricted equipment, you will save time in the long run for both of us if you will be certain to furnish

complete information on the following points so that the essentiality of the item to your institution will be as clear to the War Production Board as it is to you:

1. Why is it necessary to purchase the item during the war?
  2. Have you tried to locate in your college a similar item which could be used for this purpose?
  3. Have you tried to locate used or rebuilt equipment?
  4. How have you operated without this item in the past,
- (Reprinted from *School Business Affairs*, July, 1943.)

## AUGUST 28, 1943 MEMORANDUM

SUBJECT: Procurement of Used Army Air Forces Equipment by Civilian Training Agencies.

1. Arrangements for the distribution of used Army Air Forces equipment to meet the needs of Pre-Induction training courses and for Pre-Flight Aeronautics Courses have been completed.

2. Notices concerning the availability and methods of procuring used Army Air Forces equipment have been issued by the Civilian Pre-Induction Training Branch, Industrial Personnel Division, Headquarters, Army Service Forces, and by the Pre-Flight Aeronautics Program, Civil Aeronautics Administration.

3. Used Army Air Forces equipment needed for Pre-Induction training courses may be requested on forms issued by the Civilian Pre-Induction Training Branch or Pre-Induction Training representatives in the Service Commands.

4. Used Army Air Forces equipment for Pre-Flight Aeronautics courses may be requested on forms issued by the Pre-Flight Aeronautics Program, Civil Aeronautics Administration.

Merwin M. Peake, Chief  
Civilian Pre-Induction  
Training Branch  
Industrial Personnel Division  
Headquarters, Army  
Service Forces  
War Department

Bruce Uthus, Director  
Pre-Flight Aeronautics  
Program  
Civil Aeronautics Administration.



## WAR SAVINGS MATERIALS FOR SCHOOLS

(Available on Request to Education Section, War Finance Division, U. S. Treasury, Washington, D. C.)

*Schools-at-War, A War Savings News Bulletin for Teachers*, No. 4, giving school War Savings news, suggestions for classroom study, and plans for school sales campaigns. October issue to be sent to every teacher in early September will contain three posters: 1) "Hey Gang!" a Canadian school Savings poster, 2) Wall chart illustrating disembarkation scene with pieces of military equipment priced in terms of War Stamps and Bonds, and 3) Triple-Threat Jeep Campaign Poster illustrating three types of jeeps and the rules for the Fall Jeep Campaign. If you do not receive a copy for yourself or for each teacher in your school, write to your State War Savings Office.

*Schools-at-War Handbook for School Administrators*, to be sent to every school principal and superintendent in early September. A reference manual of concise information about setting up a War Savings program in a school, suggestions for classroom study of War Savings, promotion schemes, rules for jeep and bomber campaigns, available materials for the school War Savings Program, and suggestions for integrating school and community programs. If you do not receive a copy as head of your

school, write to your State War Savings Office.

*Handbook of War Savings Assembly Programs*, including five tested War Savings plays for varying grade levels, with suggestions for building a stage or radio show and lists of available dramatic material.

*The Teacher of English and the War Savings Program*, bulletin including units of study for junior and senior high school, showing how the English class through its work in speech, drama, research, discussion, debate, journalism and creative writing may contribute to greater understanding of the reasons for War Savings investments.

*Foreign Language Dodgers*, one-page War Savings appeal printed in each of twelve foreign languages. Available for foreign language students.

*One Hundred Billion Dollars for War*, discussion of the current financial program by Mabel Newcomer, Professor of Economics, Vassar College.

*Music Educators and Schools-at-War*, mimeographed bulletin giving suggestions for Victory Concerts and the Student Song Writing Project.

*Sharing America, A Musical Pageant for a War Savings Program* with narrator's script and suggestions for songs by the chorus and audience as well as pageantry and tableaux. Easily adaptable to any group.

*War Savings Radio Scripts for Schools-at-War* including five radio scripts suitable for high schools.

*There Are No Little Things*, War

Savings radio script for 30 minute high school show emphasizing small economies and sacrifices.

*Songs for Schools-at-War*, War Savings songs to familiar tunes and with original melodies. One copy free to each teacher.

### POSTERS

*Historic Posters*, set of four posters based on historic characters and incidents related to current affairs.

*Indian Posters*, set of three posters made by art students, Indian School of Santa Fe, New Mexico.

*Keep Him Flying*, aviation poster.

*For Freedom's Sake*, showing the Minute Man Statue at Concord.

*America at War* series of photographic news posters suitable for high schools.

*Help Fight for Freedom*, foreign language poster in Spanish, French, Portuguese, Italian and German.

*Hey, Gang*, Canadian school War Savings poster included in October issue of *Schools-at-War, War Savings News Bulletin for Teachers*.

*Help Send Them What It Takes To Win*, showing disembarkation scene with various pieces of military equipment priced in terms of War Stamps and Bonds. Included in October issue of the *Teachers Bulletin* to be sent to every teacher.

*Triple-Threat Jeep Campaign Poster*, illustrating three types of jeeps—jumping, flying, and swimming with prices and rules for the Fall campaign to end on December 7, Pearl Harbor Day. To be included with the October issue of the *Teachers Bulletin* to be sent to every teacher.

### STATE STANDARD TEACHERS' SALARY SCHEDULE, 1943-44

(Monthly Basis)

#### 1. MAXIMUM SCHEDULE

Type of Certificate	Experience in Years											
	0	1	2	3	4	5	6	7	8	9	10	11
Graduate	\$.....	\$.....	\$114	\$118	\$122	\$128	\$133	\$136	\$139	\$142	\$145	\$150
Class A*	96	100	103	106	110	114	118	122	128	133	.....	.....
Class B*	82	86	89	93	96	100	104	.....	.....	.....	.....	.....
Class C*	76	79	83	86	89	.....	.....	.....	.....	.....	.....	.....
Elem. A	69	72	76	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elem. B	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Non-Std.	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

#### 2. MINIMUM SCHEDULE

Graduate	.....	.....	109	113	117	121	125	128	131	134	137	141
Class A*	92	96	99	102	105	109	113	117	121	125	.....	.....
Class B*	63	66	69	72	74	77	80	.....	.....	.....	.....	.....
Class C*	58	61	63	66	69	.....	.....	.....	.....	.....	.....	.....
Elem. A	55	58	60	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elem. B	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Non-Std.	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\*Includes High School, Grammar Grade and Primary Certificates.



# MINUTES—STATE BOARD OF EDUCATION

## May Meeting:

### Certificate Regulations to Meet Emergency

Because of the shortage of teachers who would meet the requirements for certificates, certain modifications were made in 1942-43 in the conditions under which one could be employed as a teacher who did not meet the minimum requirements for a regular certificate. It is apparent that this problem will be even more serious in 1943-44 than it was in 1942-43. Looking toward supplying our schools with the best possible teachers under the circumstances, the following provisions and regulations governing the employment of teachers in 1943-44 who do not now hold certificates and who do not meet the minimum requirements for a regular certificate will be in effect:

**Emergency B Rating.** This rating will be granted to a teacher who holds a master's degree, but who does not have the credits in education required for a regular Class A Certificate, provided the record shows credit for as much as 6 semester hours earned in 1926 or later, otherwise the rating would be Emergency B. In 1942-43 a teacher with these qualifications was given an Emergency B rating.

**Emergency B. Rating.** This rating will apply to a teacher who holds no certificate but who has graduated from a two-year normal school or who has credit for 90 semester hours or more of college work, provided the record shows credit for as much as 6 semester hours earned in 1926 or later, otherwise the rating would be C. This same teacher in 1942-43 was given a Class C rating.

**War Permit.** A teacher who holds no certificate but who has credit for 60 semester hours but not more than 89 semester hours would be rated as a War Permit Teacher. On the State salary schedule this has the rating of a Class C Certificate. In 1942-43 the War Permit teacher was defined as one who did not have a degree from a standard four-year college, but who had credit for at least 60 semester hours of college work.

In 1942-43 the following special provision applied to teachers of Health and Physical Education:

"Health and Physical Education when not appearing on the certificate may be taught without penalty when recommended by the Divisions of Professional Service, Instructional Service and Finance." For 1943-44, Industrial Arts is also included in that provision.

For 1943-44 a teacher certified in any high school subject is permitted to teach without penalty any phase of Business Education in which one has credit for as much as 6 semester hours. A certified teacher, therefore, who has college credit for 6

semester hours in Typing would be permitted to teach that subject, or if she has credit for as much as 6 semester hours in Shorthand, she would be permitted to teach that subject. As an alternative for the 6 semester hours credit in Typing and Shorthand, certification from a college that prepares teachers of Commercial Education as to the applicant's proficiency will be accepted. The college will need to certify that as revealed through an examination the applicant's skill in Typing or Shorthand is equivalent to the skill acquired through training represented in 6 semester hours' credit.

The effective date for a teacher who now holds a certificate of lower grade than Class A to secure the Class A Certificate except upon a degree will be September 1, 1944 instead of September 1, 1943 as now authorized.

On motion, properly seconded, the proposed modifications were approved.

## June Meeting:

### School Building Fires

The State Board adopted the Report of the Committee on School Building Fires authorized at the May 13 meeting, and consisting of Comptroller Nathan Yelton, W. F. Credle, Director Division of Schoolhouse Planning, and W. P. Hodges, Insurance Commissioner. Included in this Report are the following recommendations:

1. That the State Board of Education request and urge county and city boards of education, superintendents, principals, teachers and children to prevent the accumulation of trash and debris in and near school buildings.

2. That abandoned school buildings be sold at the earliest possible moment, since trespassers in these buildings are frequent and, as indicated above, such structures represent a large total of the number of buildings destroyed by fire, and tend to give school officials reputations for carelessness.

3. That shops, home economics, science laboratories and laboratories for teaching other sciences be frequently inspected. That none of these facilities be used except under the supervision of some responsible party designated by the superintendent and that monitors be appointed to see that all motors, cooking devices and other like facilities be turned off when not in use, and that the utmost precaution be taken in storing materials used in these departments. New shops, home economics departments, hatcheries and other like departments should, wherever possible, be in separate buildings.

4. That temporary devices for occasional use of school buildings be discouraged. Examples of such

usages and devices are: (a) Extension of wiring for dramatics and music. (b) Occasional moving pictures by commercial, government and other agencies.

5. That trash chutes and chutes for circulating heat and air not be allowed in school buildings.

6. That exit doors and corridors not be blocked even temporarily, and that the person in charge of the building be held strictly responsible for the enforcement of this regulation.

7. That all buildings be provided with adequate locks. However, where they are not automatic, great care should be taken to be sure that all exit doors are unlocked when buildings are in use.

8. That the county and city boards of education require and arrange for monthly inspections of all school buildings.

9. That, wherever possible and practicable, watchmen be employed in large school systems to make periodic rounds of school plants to prevent trespassing and consequent fire hazards.

10. That the areas of buildings of ordinary or non-fire resistive material be restricted.

11. That the effective principle of furnace and fuel room segregation in all school plants in the State be strictly adhered to and enforced.

12. The committee believes that the superintendents of the State are gravely concerned over school property losses by fire and the consequent disruption of educational programs. This is evidenced by their unanimous agreement to the following statement issued by the State Superintendent of Public Instruction in 1941:

"During the past few years we have become increasingly concerned over the number of destructive school fires in North Carolina. As serious as they are, this problem is not confined to the danger to human life and the property loss involved. The whole school organization is thrown out of balance; the parents, teachers and pupils alike are greatly inconvenienced and handicapped, while buildings are being replaced. It is impossible even to estimate the time really lost by pupils who must be provided for in temporary and improvised classrooms while their schools are being rebuilt."

The further interest of the superintendents in fire prevention was shown by their practically unanimous, affirmative answers to the following questions submitted to them in 1941 and again in 1943:

- Can remedial measures be taken to prevent fires in the future?
- Do you favor a Building Code limiting the size of non-fire-proof buildings?
- Are you interested in the Self-Inspection Blanks for Schools



which may be had free from the National Board of Fire Underwriters, 85 John Street, New York?

- d. In your opinion, would it be helpful to have a fire hazard check sheet attached to all plans and require approval of the State Department of Public Instruction to be stamped on all plans?
13. That county and city boards of education be asked to require the inspection outlined in c and d above.

14. The Committee feels that since school plants represent such a large investment in property vital to the progress and welfare of the State and since fire prevention measures can not be separated from the educational and functional planning of school plants that the educational forces of the State should have representation on all Code Committees having responsibility for the formulation of Codes affecting school plants.

15. The Committee is aware of the surveys and plans that are being made for post-war buildings. It is recommended that anything more than preliminary plans be discouraged at this time since active studies are in progress looking toward economical, fire-resistive materials for use in the construction of the school plants of the future.

16. Finally, the Committee recommends that continuing studies of all school fire losses be made and that all measures possible be taken to eliminate hazards in present structures and to prevent their inclusion in future buildings to the end that insurance rates may be substantially decreased and the State's progressive educational program may be carried on without interference or hazard to the lives of parents and children."

## Report Forms— Simplification

In compliance with a motion made at its June meeting, a committee was appointed "to study all report forms required by the State from local school authorities and to recommend any simplification or consolidation of reports that may appear feasible." In addition to the State Superintendent of Public Instruction and Comptroller, who were named in the motion, the chairman appointed Messrs. Henry Dwire, Chas. M. Johnson, and L. M. Massey from the Board, and Superintendent John C. Lockhart of Mecklenburg County and Superintendent R. M. Wilson of Rocky Mount as the two superintendents.

This committee met on June 23 and named a sub-committee consisting of Supt. R. M. Wilson, Chairman, Supt. John C. Lockhart, Principal L. W. Umstead of Garner, J. E. Hunter from the Comptroller's office, and L. H. Jobe from the Department of Public Instruction. The sub-committee will report to the committee by September 1.

# TAR HEEL HISTORY

## NORTH CAROLINA SEALS

North Carolina has had eight separate and distinct seals. There were four in the colonial period and there have been four since Independence.

During the colonial period the four seals varied in size and design. The first seal used was that of the Lords Proprietors. It measured 3¾ inches in diameter and made a double-faced impression. The impression was usually made on wax. The next seal was much smaller measuring only 1 7/16 inches. This seal made an impression only on one side of the wax. It was used from 1665 to 1730.

The seal used from 1730 to 1767 was the largest seal. It measured 4 3/8 inches. It also made a double-faced impression, and required a large amount of wax, which made it quite heavy. In fact any impression usually weighed about 5½ ounces.

The seal adopted in 1767 was somewhat smaller and lighter. It measured 4 inches in diameter, and like previous seals had the Coat of Arms, the Garter, Crown, Supporters, etc., of the King.

When North Carolina declared her independence, a more radical change was made in the seal. The ordinance of 1776 directed the governor to procure a seal, but left to him the responsibility of working out the details of the design. The seal thus procured measured 3 inches in diameter, and like three of the four seals previously used made a two-faced impression—the only two-faced seal the State has used since Independence.

In 1794 a new seal was provided for by legislative act. But here again no description was given in the law, and as in the case of the last seal the details of design were left to the governor. This law did specify that the new seal should be made with one face only, and should be used to make impressions on the fact of such "grant, commission, record or other public act; . . . ." Previously the impressions had been made on wax attached directly or indirectly to the grant, commission, document, or public act. The seal procured under this law was practically the same size as the one used today. For the first time there appeared on the seal the figures of Liberty and Plenty with the scroll and the cornucopia.

In 1835 the Legislature again authorized the procurement of a new seal. The law directed the governor to procure a new Great Seal for the State, "which shall bear suitable devices; . . . ." No description was given in the law. The seal procured was the same size as the present seal. Among other details, it had Liberty and Plenty with the scroll and cornucopia held in their hands respectively. The seal shows the mountains and the sea on which is anchored a ship in the distance.

The North Carolina General Assembly did not change the Great Seal of the State in 1835 as has been previously thought. It did, however, pass a law describing the seal.

On February 16, 1833, Governor Thomas J. Jarvis sent a report by W. L. Saunders, secretary of state, on the Great Seal to the Legislature together with the following message: "This report of the Secretary of State on the Great Seal contains all the information which can be obtained on this subject. I have no doubt it will be a surprise to many, as it was to me, that nowhere among the records of the Capitol can there be found a description of the Great Seal, or any report or law giving such description. The only evidence I have of the genuineness of the present seal is the fact that it is the one that was used by my predecessor and was turned over to me. This is a matter about which there ought not to be any room for doubt, and I recommend that you take such action, as in your wisdom may be necessary to remove all room for doubt." Following this recommendation, the General Assembly passed a law which described the seal. This law required the governor to file with the manuscript law in the secretary of state's office an impression of the seal. Governor Jarvis complied with this section of the law on August 16, 1833. Thus for the first time the Great Seal of North Carolina was statutorily described and a description and impression officially filed.

This seal was used until 1893 when the Legislature added to the seal the motto *Esse Quam Videri* and "May 20, 1775". The seal has not been changed since that date.

Official seals are used on commissions, proclamations, and other public documents issued by the governor. The present seal is a copper and steel die which makes an impression on the paper. The laws also provide that the several branches of the State and local governments use seals on some of their official documents and records. The legal definition of a seal is worded somewhat as follows: In all cases in which the seals of any court or public office shall be required by law to be affixed to any paper issuing from such court or office, the word "seal" shall be construed to include an impression made by means of a wafer or of wax affixed thereto. The governor, in complying with this definition of the law, uses a gold wafer on his commissions, proclamations, and public documents.

The State Department of Archives and History has just reprinted a 40-page pamphlet entitled "The History of the Great Seal of the State of North Carolina". This contains illustrations of all the seals as well as excerpts from the laws and correspondence pertaining to the several seals. A copy may be procured from that Department upon request.



# LAWS, RULINGS, AND OPINIONS

## Division of Current Expense Funds Between County and City Administrative Units

*In Reply to Inquiry:* Receipt is acknowledged of your letter of June 24 in which you raise certain questions relative to the budget, levy, and distribution of current expense funds as between a county administrative unit and a city administrative unit located therein.

Your first question is whether the per capita distribution of current expense funds is determined by the budget of the County Board of Education.

The School Machinery Act of 1939, as amended, contemplates that the per capita distribution be determined by the budget of the County Board of Education insofar as it relates to current expense funds. For example, assume that the enrollment in a county administrative unit is 1,000 and that there is a city administrative unit in the county with an enrollment of 1,000. If the County Board of Education requests the Board of County Commissioners to levy \$10,000.00 for current expense and the Board is of the opinion that this amount should be levied for the county administrative unit, this would mean that the county would levy for each pupil in the county administrative unit \$10.00 for current expense purposes. On this basis, in order to place the pupils in the city administrative unit on the same basis as those in the county administrative unit, the Board of County Commissioners would be required to levy \$10,000.00 for the city administrative unit, which would make a total levy of \$20,000.00 to be distributed on a per capita basis as provided in Section 15 of the School Machinery Act.

If the city administrative unit desires more current expense funds than furnished by the levy above referred to, it would be necessary that the funds be provided in the method outlined in Sections 14 and 15 of the School Machinery Act in the form of a special levy on the property of the taxpayers residing within the territorial limits of the city administrative unit.

Your second question is whether the Commissioners are required under the law to distribute exactly the same per capita for current expense purposes to both the county and city administrative units.

Section 15 of the School Machinery Act of 1939, as amended, provides, in part:

"All county-wide current expense school funds shall be apportioned to county and city administrative units monthly and it shall be the duty of the County Treasurer to remit such funds monthly, as collected, to each administrative unit located in said county on a per capita enrollment basis. County-

wide expense funds shall include all funds for current expenses levied by the Board of County Commissioners in any county to cover items for current expense purposes and including also all fines, forfeitures, penalties, poll and dog taxes and funds for vocational subjects."

Thus, it will be clearly seen that the law contemplates that exactly the same per capita distribution shall be made both to the county and to any city administrative units located in the county. The Board of County Commissioners of a county would have no right to levy taxes on a county-wide basis to cover additional items of current expense which would not be distributed on a per capita basis to the county and city administrative units. If the city administrative units desire additional funds, it is my opinion that they must be provided by way of a supplemental tax authorized and levied in the manner provided in Sections 14 and 15 of the School Machinery Act.—Attorney General, June 25, 1943.

## Determination as to what items Included in Capital Outlay and in Current Expense

*In Reply to Inquiry:* Receipt is acknowledged of your letter of July 26 enclosing letter from Honorable \_\_\_\_\_, Superintendent of \_\_\_\_\_ City Schools, in which he raises three questions.

(1) Does a school board in a county or city administrative unit have the right to place in their Capital Outlay Budget, items of current expense, and thus evade the provision of the law quoted above with reference to apportionment on a per capita enrollment basis?

Section 15 of the School Machinery Act of 1939, as amended, provides that all county-wide current expense school funds shall be apportioned to county and city administrative units monthly on a per capita enrollment basis and that county-wide expense funds shall include all funds for current expenses levied by the Board of County Commissioners in any county to cover items for current expense purposes and including all fines, forfeitures, penalties, poll and dog taxes, and funds for vocational subjects.

Section 15 further provides that all county-wide capital outlay school funds shall be apportioned to county and city administrative units on the basis of budgets submitted by said units to the county commissioners and for the amounts and purposes approved by said commissioners.

Section 5596 of Michie's North Carolina Code of 1939, Annotated, sets out in detail what items may be designated as current expense and what items may be designated as capital outlay.

It is my opinion that the county board of education of a county administrative unit and the governing body of a city administrative unit have no right to place in their capital outlay budgets items of current expense, and as the distribution of capital outlay funds is based on budgets submitted by such units to the county commissioners for the amounts and purposes set out in such budgets, the board of county commissioners would have a right to refuse to approve the budgets until such items were removed.

(2) What is the responsibility of the Board of County Commissioners or tax levying authorities in such a case?

As above pointed out, budgets for capital outlay funds must be submitted to the board of county commissioners and the apportionment is based on the amounts and purposes approved by said board.

This being true, it is my opinion that the board of county commissioners should check the capital outlay budget before approving same, in order to determine whether it contains any items which could not properly be designated as capital outlay.

(3) Is an item of painting an old building that has previously been painted an item of capital outlay or an item of current expense?

The current expense fund is composed of various items, one of which is maintenance of plant. This includes repair of buildings, upkeep of grounds, repair and replacement of heating, lighting and plumbing equipment, instructional apparatus, furniture and other equipment, and other necessary expenses of maintenance. The capital outlay fund is to provide for the purchase of sites, the erection of school buildings, including dormitories and teachers' homes, improvement of new school grounds, alteration and addition to buildings, installation of heating, lighting and plumbing, purchase of furniture, including instructional apparatus for new buildings, office equipment, acquisition of trucks and other vehicles for the transportation of pupils, and other necessary capital outlay.

It is my opinion that painting an old building already in use would be considered as an item of current expense, coming under the heading of maintenance of plant.—Attorney General, July 29, 1943.

## Teachers; Contracts; Continuation; Necessity for Written Contracts

*In Reply to Inquiry:* You enclosed a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ County Schools, in which he raises the question as to whether a teacher is legally under contract prior to the time a written contract is executed by the teacher and the proper school authorities of the adminis-



trative unit in which such teacher is elected.

Prior to the year 1941, it was necessary, under the law, for a teacher to enter into a new contract each year. The General Assembly of 1941 amended Section 7 of the School Machinery Act of 1939, so as to provide that teachers' contracts should continue from year to year until such teachers were notified, as provided in Section 12 of the School Machinery Act, as amended, with a further proviso that teachers must give notice to the superintendent of schools of the administrative unit in which they are employed, within ten days of the close of school, of their acceptance of employment for the following year. Section 12 of the School Machinery Act of 1939, as amended, provides in detail the method to be used in terminating teachers contracts. Thus you will see, that once a teacher is under contract, such contract continues from year to year unless terminated in the manner provided in Sec. 12 of the School Machinery Act, as amended. It is provided in Sec. 12 of the School Machinery Act, as amended, that a teacher desiring election in a particular administrative unit in which such teacher was not employed during the current year, must file his or her application, in writing, with the county or city superintendent of schools.

Section 7 of the School Machinery Act of 1939, as amended, provides that the principals of the district shall nominate, and the district committees shall elect, the teachers for all the schools of the districts, subject to the approval of the county superintendent of schools and the county board of education. The Section further provides that teachers shall enter into written contracts, upon forms to be furnished by the State Superintendent of Public Instruction, before becoming eligible to receive any payment from State funds, and makes it the duty of the county board of education, in a county administrative unit, and of the governing body of a city administrative unit, to cause written contracts, on forms to be furnished by the State, to be executed by all teachers elected under the provisions of the School Machinery Act, before any salary vouchers shall be paid.

A contract is an agreement, upon sufficient consideration, to do or not to do a particular thing. There is no contract unless the parties assent to the same things in the same sense. A contract results from the concurrence of minds, and its legal consequences are not dependent upon the impressions or understanding of one alone of the parties to it. It is not what either thinks, but what both agree. BOARD OF EDUCATION v. BOARD OF EDUCATION, 17 N. C., 90,93.

Under the provisions of the School Machinery Act, an applicant for a position as teacher in an administrative unit in which such applicant is not already under contract, must apply, in writing, to the

county or city superintendent of schools. The filing of the application by the teacher is, to my mind, nothing more than a notice to the school authorities in the particular administrative unit that the teacher filing the application is available for employment during the ensuing school year, and when the school authorities elect and approve the applicant, this action is to be considered as an offer of employment in the particular administrative unit for the ensuing year; and the contract is made binding only after the teacher has executed the written contract, as provided in the statute. A teacher seeking employment might file an application with the school authorities in several administrative units, and it is possible that the General Assembly had this in mind when the provision was written in the statute making it the duty of the governing body of each administrative unit to require written contracts to be executed on forms to be furnished by the State before any salary vouchers could be paid, or before any teacher would become eligible to receive any payment from State funds. Certainly, it could not be said that a teacher would be required to teach without compensation, and under the provisions of the School Machinery Act, no compensation may be legally paid until a teacher has executed a written contract on the form to be furnished by the State Superintendent of Public Instruction. Once the contract is executed, it continues from year to year until terminated in the manner provided in Section 13 of the School Machinery Act of 1939, as amended.—Attorney General, July 3, 1943.

## Teachers; Assignment of Wages

*In Reply to Inquiry:* You inquire as to whether, in my opinion, school teachers may make a valid assignment of their salary vouchers prior to the time same are issued.

Section 7675(d) of Michie's NORTH CAROLINA CODE OF 1939, ANNOTATED, provides as follows:

"All transfers and assignments made of any claim upon the State of North Carolina or any of its departments, bureaus or commissions or upon any State institution or of any part or share thereof or interest therein, whether absolute or conditional and whatever may be the consideration therefor and all powers of attorney, orders or other authorities for receiving payment of any such claim of any part or share thereof, shall be absolutely null and void unless such claim has been duly audited and allowed and the amount due thereon fixed and a warrant for the payment thereof has been issued; and no warrant shall be issued to any assignee of any claim or any part or share thereof or interest therein: Provided, that

this section shall not apply to assignments made in favor of hospitals, building and loan associations, and life insurance companies: Provided, further, that employees of the state or of any of its institutions, departments, bureaus or commissions who are members of the state employees credit union may in writing authorize any periodical payment or obligation to such credit union to be deducted from their salaries or wages as such employee, and such deductions shall be made and paid to said credit union as and when said salaries and wages are payable: Provided, further, that this section shall not apply to assignments made by members of the State Highway Patrol, agents of the State Bureau of Investigation, Motor Vehicle Inspectors of the Revenue Department, and State Prison Guards, to the commissioners of the Law Enforcement Officers' Benefit and Retirement Fund in payment of dues due by such person to such fund."

As school teachers in North Carolina, with the exception of that portion of their salaries represented by local supplements, are paid by the State, it is my opinion that teachers would be prohibited from making assignments of their salaries except under the conditions and for the purposes outlined in the section above quoted. The section certainly, to my mind, would prohibit the type of assignment mentioned in the correspondence from Honorable ..... County Superintendent of Public Instruction of ..... County.—Attorney General, July 6, 1943.

## Compensation for Injuries in Collision with School Bus

*In Reply to Inquiry:* I acknowledge receipt of your letter in which you inquire if there is any provision in the law for taking care of damages to property caused by the negligent operation of a school bus by the regularly employed school bus driver.

The only provisions of our statutes providing for paying of personal injuries or damages sustained in connection with the operation of a school bus are covered by Section 5780, Subsection 78, through 5780, Subsection 83 (a) of the Consolidated Statutes. These sections provide only for compensation to school children who were riding upon the bus to and from the public schools of the State, for medical, surgical, hospital and funeral expenses incurred on account of such injuries or death in an amount not to exceed the sum of \$600.00.

Of course, the operator of the bus would be personally liable to the same extent that he would be liable for the negligent operation of any other motor vehicle. — Attorney General, June 17, 1943.



## From The Past

### 5 Years Ago

"The Boone Conference of superintendents and administrators was a success from every standpoint. The programs were well attended; about 300 including more than 125 superintendents were present.

"More than 43,000 men and women were enrolled in WPA Community Schools in North Carolina during the past year, according to a recently issued report of the WPA Education Division.

"The new Handbook for Elementary and Secondary Schools has been distributed in quantity to the superintendents for the use of teachers and principals.

"The complete list of new superintendents is as follows:

Davie—R. S. Proctor, Mocksville  
Iredell—T. Ward Guy, Statesville  
Rockingham—J. C. Colley, Wentworth

Pinehurst—J. W. Harbison, Pinehurst

N. Wilkesboro—Paul S. Cragan, N. Wilkesboro.

"Some representative headlines about schools are the following:

Wilmington NEWS — Substitute Teachers Invited to Register.

Charlotte NEWS — Groups Will Be Asked to Aid in City Wide Youth Program.

Elizabeth City ADVANCE — Teachers Gather to Discuss Work.

Greenville REFLECTOR — Children Between 7-14 Required To Attend School.

Durham SUN—One of the Most Successful School Years Forecast by Supt. Warren.

Asheville TIMES—Adult Education Teachers To Have All-Day Meeting.

Wilson TIMES—Hoey Commission Studying School Needs in State.

Hillsboro NEWS—Getting Children Ready For School Emphasized.

Greensboro NEWS — Record Enrollments Reported in Wilkes."—*Public School Bulletin*, September, 1938.

### 20 Years Ago

The following persons were superintendents in the same county twenty years ago:

Bertie—H. W. Early

Clay—Allen J. Bell

Forsyth—T. H. Cash

Guilford—Thos. R. Foust

Henderson—R. G. Anders

Johnston—H. B. Marrow

Lenoir—E. E. Sams

McDowell—N. F. Steppe

Mitchell—Jason B. Deyton

Montgomery—J. S. Edwards

Nash—L. S. Incoe

Orange—R. H. Claytor

Pasquotank—M. P. Jennings

Pender—T. T. Murphy

Randolph—T. F. Bulla

Richmond—L. J. Bell

Scotland—L. M. Peele

Stokes—J. C. Carson

Vance—E. M. Rollins

Warren—J. Edward Allen.

## American Education Week 1943

"Education for Victory" is the theme for the 1943 observance of American Education Week, jointly sponsored by the National Education Association, the American Legion, the U. S. Office of Education and the National Congress of Parents and Teachers.

The day by day program follows:

Sunday, Nov. 7—Education for World Understanding

Monday, Nov. 8—Education for Work

Tuesday, Nov. 9—Education for the Air Age

Wednesday, Nov. 10—Education to Win and Secure the Peace

Thursday, Nov. 11—Education for Wartime Citizenship

Friday, Nov. 12—Meeting the Emergency in Education

Saturday, Nov. 13—Education for Sound Health

Materials of various kinds, including packets, manuals, plays, etc., to be used in the preparation of programs, may be purchased from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Write for prices.

## Child Welfare; Permits to Individuals and Institutions Caring for Children

*In Reply to Inquiry:* In your letter of June 7 you submit a question raised by Honorable ..... Superintendent City Schools of ..... North Carolina, as to whether a person operating a private nursery must have a permit or license for its operation.

Consolidated Statutes, Section 5067, and Section 6 of Chapter 226 of the Public Laws of 1931, provide, in substance, that no individual, agency, voluntary association, or corporation seeking to establish and carry on any kind of business or organization in this state for the purpose of caring for and placing dependent, neglected, abandoned, destitute, orphaned, or delinquent children, or children separated temporarily from their parents, shall be permitted to organize and carry on such work without having secured a written permit from the State Board of Charities and Public Welfare.

It is my thought that the nursery school about which Mr. .... inquires would come within the provisions of the statute. I would, therefore, advise that he communicate with the State Board of Charities and Public Welfare in regard to this matter.—Attorney General, June 10, 1943.

## From The Press

*Thomasville.* Thomasville's first nursery school will open Wednesday morning (Aug. 11), it was recently announced by Supt. M. T. Lambeth.

*Burke County.* The Burke County Board of Education will supplement the salary of adult bus drivers to bring their pay to \$40 monthly. Student drivers will continue to receive the State allotment of \$12 a month.

*New Bern.* The New Bern school district, now that the State has taken over the support of a nine-months school term, will be able to eliminate the special tax for that extra month of school after paying it for but one year.

*Lenoir.* Two Lenoir schools have been placed on the State's accredited list of elementary schools, according to C. S. Warren, superintendent. These schools are the East Harper and West Lenoir elementary schools.

*Wake County.* Randolph Benton, Wake County Superintendent of Schools, has proposed a plan to permit school children to assist with the harvesting of fall crops. This plan is that afternoon sessions be omitted for a period of six weeks during the harvesting period.

*Cabarrus County.* Preparations are almost complete for the opening of Cabarrus County's ten consolidated school units and two suburban Negro schools on Monday morning, August 16, it was recently announced by Supt. Carl A. Furr.

*High Point.* Public school Superintendent Charles F. Carroll announced today that he had received a check from the Federal Works Agency for the sum of \$5,538 which represents the initial grant from the Federal Government for the establishment of nursery schools in High Point.

*Asheville.* A nursery school will be opened in West Asheville one day towards the end of next week (August 7), it was learned recently.

*Statesville.* Teachers of Agriculture and Home Economics will open a three-day district conference in Statesville on Monday, (Aug. 2).

*Person County.* The teacher allotment for the Person County Schools has been reduced, R. B. Griffin, county school superintendent, recently said.

*Mecklenburg County.* The County Board of Education was in session at the County Courthouse this afternoon hearing various school patrons on proposed changes in school bus routes.



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# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

October, 1943

Number 2



Dressmaking is an important phase of the vocational home economics program offered in 400 public high schools of the State

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar for October .....	2
Cover Picture .....	2
Editorial Comment .....	3
State Board of Education Approves Budget of \$39,412,050 for Operation of Schools, 1943-44; \$38,600,939 from State Funds.....	4
Films on Forestry Available for Schools .....	4
National Humane Key Award Contest Announced .....	4
Nursery Education Meeting To Be Held October 22-25 .....	4
Civilian Pre-Induction Training To Receive Army Recognition .....	4
Davie Superintendent Gives Objectives for 1943-44 .....	5
Professional Magazines (box) .....	5
Prize Contest for Elementary Teachers Announced .....	5
State Board Adopts Report of Committee on Simplification of Report Forms .....	6
NEA Materials for the Observance of American Education Week (box) .....	6
War Savings Poster for Schools .....	6
Child Feeding Program Now Being Developed .....	6
North Carolina Spends Approximately All of Federal Vocational funds .....	7
Mrs. Moore Heads Child Feeding Program .....	7
Theodore Roosevelt Anniversary .....	7
State School Facts .....	8-9
Wartime Driver Institutes to be Held .....	10
Students Enrolled in Distributive Education Earn While They Learn .....	10
Miss Barrett Succeeds Mr. Justice As Guid- ance Supervisor .....	10
Bulletin on Replacement of Instructional Supplies Issued .....	10
Second Qualifying Test for Civilians to be Administered .....	10
Peace Discussion Booklet .....	11
North Carolina Child Labor and School Attendance Laws .....	11
Victory Poster Contest Announced .....	11
School Attendance in North Carolina (box) .....	11
Education in Other Countries .....	12
Minutes—State Board of Education .....	13
Laws, Rulings, and Opinions .....	14-15
Tar Heel Educators .....	15
From the Past .....	16
Supreme Court Decides Schools Must Pay Street Assessments—City of Raleigh v. Raleigh City Administrative Unit (Filed July 14, 1943) .....	16
From the Press .....	16

### STATE OF NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

October 1, 1943

#### To Superintendents, Principals and Teachers:

*Ever since it became necessary for our Government to place drastic restrictions upon the use of almost every kind of building material, I have been greatly concerned over the condition of some of our school property, the total value of which is more than \$120,000,000. In frequent conferences with War Production Board officials, we have been told that materials would be approved for absolutely necessary replacements and that it would be our patriotic duty to keep our present buildings in a good state of repair. In other words, we are encouraged to maintain at least a STATUS QUO ANTE in all of our educational facilities.*

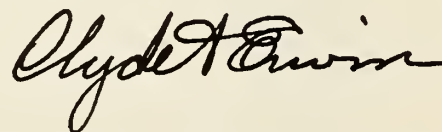
*There are certain steps, however, which I believe we can and should now take in the school plant field that are in line with our Government's policies. I wrote the superintendents a few days ago relative to a program of postwar reconstruction and development. This will have a bearing upon and can be correlated with constructive improvements that we can undertake immediately. As a program for the year which can be begun this fall, I suggest the following:*

*A thorough checking over of all school buildings and grounds with a view—(1) to making sure that every possible fire hazard has been removed, (2) to making repairs, (3) to repainting both the inside and outside of buildings wherever necessary, and (4) to improving and beautifying the school grounds. The wholesome influence of well kept, attractive school buildings and grounds on the entire educational program cannot be over-estimated.*

*Kinston illustrates what I have in mind. The maintenance appropriation in that unit this year is \$27,250.00, as compared with \$6,000.00 three years ago. As a result Superintendent Graham states that he can put his buildings and grounds in excellent condition, thus leaving him free to devote his attention to needed new buildings after the war.*

*I am convinced that a conservation program of maintaining, repairing and beautifying our school plants will meet with a hearty popular response.*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for October

- 4-10—Fire Prevention Week  
—Picture Week
- 12—Columbus Day
- 27—Navy Day
- 28—Statue of Liberty Dedicated,  
1886
- 29—Sir Walter Raleigh Birthday
- 31—Halloween

### Cover Picture

These girls are enrolled in the Scotland Neck High School. They are engaged in sewing, a phase of the vocational home economics course offered to nearly 30,000 students in the public high schools of the State last year, 1942-43. Approximately 400 teachers were employed in this program.



## North Carolina Public School Bulletin

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L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### Editorial Opinion

The editorial comment about public education appearing in the various newspapers published in this State is always interesting. On the whole, it is very favorable to schools. Oftentimes, these editorial opinions offer worthwhile suggestions for the improvement of both the local and State-wide conditions now existing. At other times favorable comment is made about some particular phase of school operation. From time to time this publication has reproduced some of these editorials.

We reprint these opinions for two reasons: (1) They furnish us with ready prepared copy, and (2) we want the school people to whom this paper goes to know what the editors of the papers in North Carolina are thinking about the schools.

Recently there have been several editorials about the nine months school term which operates this school year on a State-wide basis for the first time. One of these, the Columbus County NEWS REPORTER, says in its lead editorial in its Thursday, August 26th, edition, "Well, it's up to the kids now whether or not they get an education."

"The opening of the first county-wide nine-months school term Columbus has ever had next Monday marks a red letter day in our history," the editor continues. "It represents a fitting climax to a long and hard fight on the part of the leading educators, legislators, newspapers, and a host of private citizens to secure a nine-months term."

"Further than that, the Board of Education is, even under the difficult conditions occasioned by the war, trying to secure the very best teaching talent for the schools that can be obtained.

"So it is clearly obvious that everything is being done that is possible to see that the children are OFFERED the best educational opportunities.

"We emphasize the word OFFERED. Now it is up to the children themselves, and in some measure the parents, as to whether or not they will avail themselves of this opportunity. It is clearly a challenge to them whether or not the hard won gains in the educational field will pay dividends in the nature of more erudite graduates from the schools of the county."

In a somewhat similar vein the Goldsboro NEWS-ARGUS attributes to Wayne County school leaders the opinion that the "operation of schools for nine months presents a challenge to all parents and others interested in schools". This editor also makes the point, which he also attributes to school leaders, that since the increased term comes at the time of labor shortage "it will require special effort on the part of everyone concerned if children are to attend regularly".

It is believed, however, as that paper well points out that this can be done, if those parents who need their children to harvest crops will cooperate with the school authorities.

"Scotland County," it is stated, has had a nine months school term for several years, and schools in farming sections of Virginia and South Carolina have had a nine months term for many years. "*Reports from these sections indicate that children attend nine months as well as they do for the eight after the proper attitude is developed and the custom becomes fixed.*" (Italics ours.)

In our opinion, this last sentence is a very important point that should challenge the school people, both administrators and teachers. It is very essential during these first years that a proper attitude be developed among both parents and students, not only as to the advantages of the longer term but also as to the necessity of regular attendance.

An entirely different type of comment comes from the Charlotte OBSERVER. In its September 9th edition, the editor of that paper in an editorial entitled "Teach it in the Schools", says "Now that the public schools are opened again and the colleges and universities of the State will also soon start the usual fall semester, THE OBSERVER would like to make this suggestion to the teaching personnel in all of these institutions of instruction: 'Teach the boys and girls, beginning as soon as they are old enough to comprehend what they are being taught, and the young men and women of North Carolina, WHAT DEMOCRACY IS and what it has always been considered to be in this nation since its principles were inserted into the American philosophy of life.'"

Apropos this editorial, we wish to point out that a publication en-

titled "Teaching Democracy in the North Carolina Public Schools" was prepared by the State Department of Public Instruction in 1941. Copies of this publication in quantity sufficient for all the teachers were printed and distributed to the superintendents of county and city units. A few additional copies are still available and may be obtained by superintendents from the State office. The editor is right. We do need more "teaching of fundamental values in the public schools". We also need more editors, who are not afraid to suggest what shall be taught in the schools, or how they shall be operated. They are the leaders in the moulding of public opinion, and consequently their opinion as to the moulding of the minds of boys and girls should be given careful consideration by school people.

## Congratulations Burlington

We wish to commend the Burlington city unit for the excellent *Handbook for Teachers and Principals* which has been issued this year. Under a title "Better Schools for Burlington—Our Task for Victory", this bulletin contains a wealth of material for the information and guidance of the teachers and principals of that school system.

In an introductory statement addressed to teachers and principals, Superintendent L. E. Spikes says, "This Handbook is presented as a guide for teachers in familiarizing themselves with the organization, policies, and practices of the Burlington City Schools. . . . Administration of schools is primarily a teaching procedure," he states further, "in that the purpose of administration is to facilitate better learning on the part of students. Administration seeks to organize so that you as teachers may do your work with more efficiency and with as few handicaps as possible.

"The paramount business of our schools is to plan, promote, and maintain education at a high level for the student and adult population of Burlington."

Here, it seems to us, a superintendent has caught the vision of the purposes of school administration and in a few words has expressed those purposes. "Better Schools for Burlington" is a commendable slogan, and the Handbook under this title should go a long way toward helping teachers and principals understand what an administrator and instructional staff working together may achieve in the improvement of public education in a community.

P.S. We have a notion that an alert supervisor of instruction is back of this, but the administrative head is due credit for lending his official approval and assistance to the whole program. As he clearly states "Administration of schools is primarily a teaching procedure".



## State Board of Education Approves Budget of \$39,412,050 for Operation of Schools, 1943-44; \$38,600,939 from State Funds

The State Board of Education at its regular September meeting, adopted a budget for the expenditure of \$37,825,939 in State funds for the operation of the public schools during the school year 1943-44. The sum of \$775,000 for textbooks had already been approved at the June meeting of the Board. This is the largest budget ever adopted for the North Carolina public schools.

The amount approved last month included \$36,906,884 from the State appropriation for the operation of the nine months school term, and \$919,055 for vocational education. Appropriations for the "War Bonus" are included in both of these figures.

The accompanying table shows by objects the distribution of these funds.

In addition to the approval of the Board of this budget from State funds, a total expenditure of \$806,111 was approved from Federal funds and \$5,000 from miscellaneous contributions for vocational education, the total budget for this phase of the public school program being \$1,730,166, nearly \$300,000 greater than the expenditure for the same purposes in 1942-43.

This budget for vocational education includes State administrative costs, whereas the budget approved from the nine months school term appropriation excludes the cost of State administration.

### Films on Forestry Available for Schools

The Regional Office of the U. S. Forest Service, Atlanta, maintains a library of sound motion picture film as a part of its educational work in forestry including forest fire prevention and forest management, it is learned in a letter from Joseph C. Kircher, Regional Forester, to Superintendent Clyde A. Erwin.

"Several new and interesting films have recently been added to this collection and I am anxious to have them shown to as many schools in the State as possible," Mr. Kircher stated.

Schools having 16mm sound motion picture equipment and desiring further information concerning the free service available in securing these films should write to Mr. Kircher, Supt. Erwin announced.

### National Humane Key Award Contest Announced

The American Humane Education Society announces its new annual contest for the most outstanding contribution to Humane Education. Open to all educators, the Society will award each year a 14-karat gold key (to be known as the National Humane Key), inscribed on one side with name and date of the winner, and in addition two hundred dollars (\$200.00) in War Bonds or cash.

Entries may include projects on a humane theme, humane plays or stories, and original methods of teaching Humane Education.

This year's contest closes April 30, 1944. All those wishing to enter the contest are urged to write at once to the National Humane Key Committee, 180 Longwood Avenue, Boston 15, Mass., for entrance blank and rules of the contest.

### Nursery Education Meeting To Be Held October 22-25

The National Association for Nursery Education is holding its 10th Biennial Meeting in Boston, Massachusetts, October 22nd to 25th, with headquarters at the Hotel Statler. This will be a work study conference on "The Community Serves the Child in War and Peace". Registration opens the morning of October 22nd, and the first general session will be that evening on the topic, "The World Picture and the Implications for Education." The subsequent sessions will consist of study groups which will discuss child development problems based on actual case histories of various communities. Special features will include curbstone meetings, educational exhibits, and a public relations booth.

### Hall of History Is Open to Pupils and Teachers

The North Carolina Hall of History located on the first floor of the Education Building in Raleigh is open as usual to the pupils and teachers of the public schools, it is announced by Dr. C. C. Crittenden, Secretary of the Department of Archives and History, under whose administration the Hall of History operates.

Exhibits in the Hall of History depict various phases of the story of North Carolina from the time of the Indians to the present. Of particular interest just now are the relics of wars in which the State has been involved, notably the First World War; firearms, from the crossbow to machineguns and anti-tank rifles; and the transportation gallery, which, besides the Wright plane model, includes a model of the Alamance Regulator, first war plane built in North Carolina.

"The Hall of History is glad to cooperate in every way possible in the educational field," Dr. Crittenden stated in making this announcement. "Guide service is furnished for special groups upon request, or if it is impossible to arrange visits to this historical museum, the Department has a limited number of publications of various kinds available for distribution," he added.

### Civilian Pre-Induction Training To Receive Army Recognition

Civilian pre-induction training will become part of the individual's military record when he is inducted into the Army, it was announced recently by the War Department. The selectee's pre-induction training experience will be entered upon his personal qualification card, which records his military qualifications and career and follows him throughout his service.

Recognition is thus given by the Army to the work of the thousands of schools which are providing pre-induction vocational courses. It also assures the inductee that the occupational instruction he has already received will be given consideration when he is classified and assigned to duty.

Classification and assignment officers will record pre-induction training in the following subjects: fundamentals of electricity, shop-work, machines, radio, automotive mechanics, radio code practice, Army clerical procedures, driver education, telephone and telegraph communications, airplane mechanics, and such other courses as may be sponsored in the future by the Civilian Pre-induction Training Branch, Industrial Personnel Division, Army Service Forces. Several thousand high schools, secondary schools, vocational schools, trade schools and other civilian training agencies are now affording pre-induction courses in these subjects to students in the 16-17 year old age group.

#### STATE SCHOOL BUDGET, 1943-44

##### Nine Months School Fund:

General Control.....	\$ 1,018,004
Instructional Service.....	31,257,330
Operation of Plant.....	1,920,000
Fixed Charges.....	25,000
Auxiliary Agencies.....	2,684,950
Surety Bonds and Workmen's Compen- sation Tax.....	1,600

Total Budget.....\$36,906,884

##### Vocational Education:

State Funds.....	\$ 919,055
Federal Funds.....	806,111
Contributions.....	5,000

Total Vocational  
Funds.....\$ 1,730,166

##### Textbooks:

Free books.....	\$ 375,000
Rental books.....	400,000

Total for Text-  
books.....\$ 775,000

Total All Funds.....\$39,412,050



## Davie Superintendent Gives Objectives for 1943-1944

A two-page bulletin entitled "Davie County Schools—Some Objectives for 1943-1944" has been issued by Superintendent R. S. Proctor of the Davie County Schools to the teachers and principals of that administrative unit.

"In planning the year's work," the bulletin begins, "several matters need to be given consideration." And then he lists and discusses nine items, as follows, which he feels that teachers should keep in mind as they guide the learning activities of their pupils:

"1. *The whole child comes to school.* Consideration must be given the child as a unit of personality. If teachers are to do their best for the child, his mental, emotional, moral, and physical well-being must be given attention. An unbalanced personality may be the fault of teachers who fail to consider the child as a unique being, a whole personality. Too often teachers make the mistake of thinking only in terms of subject matter absorption on the part of the pupil. They fail to consider other factors that enter into the success and happiness of the child.

"2. *Securing information about the pupils.* We shall use all possible means to inform ourselves about our pupils. The teacher's observation check list used last year will be used again. We should have by the end of the first week the test results for grades four through eleven. We shall want to know something about the environment from which the children come. The health record of the pupil is very essential and the opinions of former teachers will also be helpful. Much of this information is in or on the cumulative records on file at each school.

"3. *Counseling and guiding the pupils.* The method of counseling and guiding is the best procedure we can use in helping pupils solve their problems. Their problems may be subject matter difficulties, health deficiencies, moral laxness, emotional unbalance or bad environmental influences. We shall, therefore, want to continue our study of guidance throughout the year so that we may become more proficient in helping children grow into the finest personalities of which they are capable. We shall counsel and guide our pupils on the basis of their needs as revealed through our study of them.

"4. *Good teaching.* Of course, we shall strive to be good teachers. Good teachers of subject matter as well as good teachers of children. This means that we shall prepare ourselves day by day for good teaching. We shall make lesson plans that will chart our course over a week or even a month at a time. We shall put into practice the best methods of teaching. We shall in our teaching give consideration to the individual needs of our children, thereby helping each to progress as his abilities permit.

"5. *Use of State Department bulletins.* We shall follow closely this year the 'North Carolina Twelve Year Program'. Accomplishing what is outlined in this bulletin is our minimum objective for the year. Many of us may want to do more

than is outlined. All of us will carry on some activities that will make the learning experiences of children meaningful; some teachers who have had wide experience will want to do a great deal more.

"There are several other bulletins that we can use to great advantage. These bulletins cover art, music, science, health and physical education, and the teaching of democracy. Every school in the county has been supplied with these publications. Teachers should request them of their principals.

"6. *Emphasis upon the Three R's.* We shall want to teach our pupils how to read, how to spell, how to write and how to use the fundamentals of arithmetic. There is a feeling among many Davie County parents, and among business men too, that we are not teaching children how to read, spell, and 'figure'. In some instances this criticism may be valid. It is our duty so to teach that we shall not have such criticism offered.

"7. *Professional study program.* A continuation of the study of guidance has already been suggest-

ed. In addition, it is felt that we should all become the best teachers of reading that it is possible to become. So the teaching of reading will be the major professional study project for the year.

"8. *Developing enthusiasm for education.* We should always strive to develop a fine public relations spirit among our patrons. How we go about our jobs often determines the attitude the public takes toward the schools. When children get along well in school, when they appear enthusiastic and seem to be accomplishing some of the things parents expect, parents will respond with good will. And without the whole-hearted support of parents no school can do its best. Enthusiasm for our work and the securing of definite results in the classroom will go far in winning support of our program on the part of the public. Each school has a parent-teacher association. Each principal should see to it that some valid facts about the school be given at each meeting. A mimeographed statement will be very worthwhile.

"9. *A final word.* The reputation of the county schools is in the hands of our teachers and principals. How good the schools shall be; how service-rendering to our children they may be; how they will be judged and accepted by the public depends very largely upon what teachers and principals do."

## Prize Contest For Elementary Teachers Announced

*The Elementary English Review*, an official organ of the National Council of Teachers of English, announces a contest for elementary teachers and supervisors in writing of brief reports on experiences in the teaching of reading. First prize will be fifteen dollars; second prize, ten dollars; third prize, five dollars. Rules for the contest are as follows:

1. Contributions must be not less than 250 words nor more than 600 words in length.
2. Contributions must report actual teaching experiences with reading, either independent reading lessons or work in the content subjects, involving specific reading, research, or study skills, or the guidance of leisure reading, in any grade from 1 through 8.
3. *The Elementary English Review* reserves the right to publish any or all contributions received. Contributions will not be returned.
4. Any bona fide teacher or supervisor in English-language elementary schools is eligible.
5. All contributions must be in the Council office (211 West Sixty-eighth Street, Chicago, 21, Illinois) on or before October 21, 1943.

## Professional Magazines

In addition to *North Carolina Education* and the *Journal of the National Education Association*, teachers who are looking for a few other select magazines will find that the following four magazines have markedly outstanding material on various phases of a school program:

- (1) *The Elementary School Journal*, Department of Education, Chicago University, Chicago, Illinois. Price \$2.50, September to June.
- (2) *The Elementary English Review*, National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois. Price \$2.50, October to May.
- (3) *Childhood Education*, Association for Childhood Education, 1201 Sixteenth Street, Washington, D. C. Price \$2.50, September to May.
- (4) *Educational Method*, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Price \$3.00, October to May.



## State Board Adopts Report of Committee on Simplification of Report Forms

The State Board of Education at its regular September meeting adopted the Report of the Committee on the Simplification of Reports. This Report is divided into three parts: (1) Summary of Findings, (2) General Recommendations and (3) Recommendations on Specific Reports.

The following general recommendations were made:

1. Set up a small committee from the staff to approve the printing of all necessary forms, said committee to give its approval each time the form is printed.
2. Centralize in one person the authority for placing orders for printing all report forms.
3. All report forms for the use of county and city superintendents should be printed on a standard size paper, not exceeding 14 inches in width. No report forms should be printed for ink or pencil except those made by teachers and principals, and wherever possible these also should be spaced for typewriter use.
4. There should be one central State office for the tabulation of statistical information.
5. Where a report serves both an administrative and purely statistical purpose it should be filed in duplicate, one for each office concerned, provided the form is devised for making on a typewriter.
6. The words "elementary" and "high" or "elementary school" and "high school", white, colored (or Negro), should be printed in the same sequence on all reports. The committee recommends "elementary-high" as a natural order for these words and "White-Negro" as the order for information when divided as to race.
7. All items in a series running from the teachers' reports to the State offices should occur in the same sequence on all reports.
8. All items not absolutely necessary for some specific purpose, either for the superintendent or the State office, should be eliminated.
9. Changes made in report forms in accordance with the recommendations of this committee should be made simultaneous as they apply to the school year and the final change should be completed as rapidly as possible without destroying forms now printed, by the end of the biennium, if possible.
10. Although the committee realizes that certain changes recommended may not meet the approval of some persons, it nevertheless believes that such changes are necessary for the elimination of some details and for making the work of not only "making and filing reports" run more smoothly, but also that the es-

sential school information necessary for the operation of the public schools may be assembled more accurately and with less trouble and effort.

11. The committee recommends that sufficient funds be allotted to the various administrative units for the employment of sufficiently well-trained clerical assistants for the purpose of helping make the various reports required in the operation of the State's public school system.
12. Finally, the committee is of the opinion that a follow-up committee should be appointed to review the situation with reference to report forms and to make further suggestions and recommendations.

### NEA Materials for the Observance of American Education Week

The National Education Association has again produced materials designed to assist state and local American Education Week committees in the planning of their observances. The 1943 materials include a poster; a two-color sticker; a 4-page leaflet designed to be sent home with pupils; a 16-page leaflet discussing the general theme and daily topics; a manual for each of four major school levels — kindergarten-primary, upper elementary, junior high, and high schools; plays for both elementary and high schools; a motion picture trailer; and a 32-page reader for the upper elementary grades presenting the fundamental concepts of free public education in story form.

If you do not have an order form at hand, write the National Education Association, 1201 Sixteenth Street, N. W., Washington, 6, D. C., for complete information and prices on all materials. Owing to the fact that all shipping has been slowed up due to war conditions, it is imperative that all schools order their materials at the earliest possible date so that materials will be sure to arrive in time.

## War Savings Poster for Schools

Everything from mules to a helicopter and from a case of canned apricots to a blockbuster can be found in the debarkation scene pictures on the new school War Savings poster entitled "Help Send Them What It Takes To Win". This poster (size 22" x 28") in four colors is included as an insert of the October issue of *Schools at War*, a War Savings News Bulletin for Teachers.

The large debarkation scene is framed with a series of small illustrations of other pieces of military equipment with the prices approved by the War Department. Even uniforms of the various men's and women's services are illustrated. Suggestions are included by which classes may use this chart in their classroom study and in their War Savings sales campaign.

Selection of a War Savings sales goal in terms of military equipment adds interest to the class thrift program. In addition it gives to the student some conception of the tremendous cost of the war and his part in that cost.

## Child Feeding Program Now Being Developed

As a part of the Nation's war and food program, Child Feeding Programs are now being developed in the public schools of the various states. The North Carolina Program is sponsored and supervised by the Department of Public Instruction in cooperation with the Food Distribution Administration of the Federal Government. Mrs. Louine M. Moore and two assistants have been employed to assist the local units in supervising this program.

In order to participate in the program schools must meet the following requirements:

(1) Children from low income families must directly benefit.

(2) Only one type meal shall be offered and that meal shall be offered to all children attending or visiting the lunch room except that Type C (milk only) may be offered to children bringing their own lunches, and that no more than one cent may be charged for Type C meal.

(3) Meals are to be served without charge to all children unable to pay.

(4) There will be no distinction or segregation of any sort between the paying and non-paying children.

(5) All funds accruing from the lunchroom must be utilized exclusively in the lunch program.

(6) The lunchroom is not able without the financial assistance of the Food Distribution Administration to operate an adequate lunch program supplying lunches without cost or at a price below cost to those children unable to pay the full cost of lunches served.

(7) The estimates of monthly receipts and expenditures shown on the application must indicate that



the need for assistance to the lunch program actually exists.

(8) The minimum standards for the operation of lunchrooms must be met.

Application form CF554, "Application for FDA Assistance For Child Feeding Program" will be used by the individual schools to apply for participation in the Community School Lunch Program of the FDA. These forms may be obtained from the county or city superintendent.

### North Carolina Spends Approximately All of Federal Vocational Funds

A recent study made and released by the Vocational Division of the U. S. Office of Education indicates that North Carolina's percentage of unexpended balance of Smith-Hughes and George-Dean Funds for the fiscal year 1941-42 was only one-tenth of one per cent of the total allotment of such funds to this State. The study shows that none of the allotment from the George-Dean Fund was left unexpended during 1941-42, but estimates indicate that .6 per cent of the 1942-43 allotment from this fund was unexpended.

The study further indicates that a majority of Southern States used all or approximately all Federal vocational funds allotted to their re-

spective states. Among sixteen states of the South, Maryland had the highest percentage of unexpended balances from these funds, 8.7% from the Smith-Hughes Fund and 9.2% from the George-Dean Fund. Arkansas and South Carolina had no unexpended balances in either of these funds.

The average for the Nation as a whole was 2.3% in Smith-Hughes Funds and 4.8% in George-Dean Funds.

### Mrs. Moore Heads Child Feeding Program

Mrs. Louine M. Moore of Franklinton has been appointed State Supervisor of the Child Feeding Program sponsored by the State Department of Public Instruction in cooperation with the Federal Distribution Administration. In addition to her responsibilities as head supervisor, Mrs. Moore will work directly with the schools in the counties lying in the central area of the State.

Mrs. Moore is a graduate of the Woman's College of the University of North Carolina. For a number of years she taught in the public schools of the State, and from 1930 to 1935 she was a member of the faculty of Erskine College in South Carolina. Following this employment she was the home economist

for the Carolina Power and Light Company in Raleigh until 1938, when she became supervisor of the school lunch program under the W.P.A.





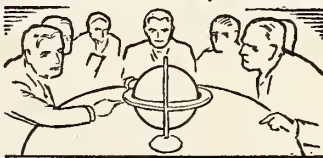



Mrs. Nell Will Higdon Davidson of Sylva has been employed to supervise the program in the western counties with an office in Asheville. Mrs. Davidson was graduated from East Carolina Teachers College in 1934 and has since taught in the vocational home economics departments at Knightdale and Swannanoa. During the summers she was dietitian at the F.F.A. Camp at Barnardsville. In 1940 she did graduate work and acted as dietitian at Georgetown College.

A third supervisor will soon be available for the eastern area of the State, it is announced.

### Theodore Roosevelt Anniversary

Wednesday, October 27th, will be the eighty-fifth anniversary of the birth of Theodore Roosevelt. Copies of suggested programs for schools desiring to celebrate this occasion may be secured from the Woman's Roosevelt Memorial Association, 28 East 20th St., New York City.

## AMERICAN EDUCATION WEEK 1943

<p><i>Education for Victory</i></p>  <p>NOVEMBER 7-13</p>		<p><i>Education for World Understanding</i></p>  <p>SUNDAY, NOVEMBER 7</p>
<p><i>Education for Work</i></p>  <p>MONDAY, NOVEMBER 8</p>	<p><i>Education for the Air Age</i></p>  <p>TUESDAY, NOVEMBER 9</p>	<p><i>Education To Win and Secure the Peace</i></p>  <p>WEDNESDAY, NOVEMBER 10</p>
<p><i>Education for Wartime Citizenship</i></p>  <p>THURSDAY, NOVEMBER 11</p>	<p><i>Meeting the Emergency in Education</i></p>  <p>FRIDAY, NOVEMBER 12</p>	<p><i>Education for Sound Health</i></p>  <p>SATURDAY, NOVEMBER 13</p>







ing, writing, drawing, and music. Textbook Commission and provided text book material for the year 1937-38.

high school textbooks was enacted then. In fact, the public high school law was not passed until 1907, and it was not until 1917 that the Supreme Court held that the high school was a part of the public school system.

Prior to 1919 there were so many different kinds of high schools conducted that the necessity and demand for uniform textbooks in these schools did not arise. By 1919, however, these schools began to take uniform shape in kind and character and simultaneously the need for some uniformity in the textbooks used in the various communities was felt.

As a result of complaints against the high cost of textbooks, the difference in cost as between communities, and frequent changes, the General Assembly of 1919 enacted a law concerning the adoption of high school textbooks that in general was pretty much in accord with the laws in other states. This law was more elastic than the law pertaining to elementary textbook adopting to elementary textbook adopt-

ists on the several subjects. Since this duty was performed in 1927 by the first Commission appointed under the law, it has not been necessary for succeeding Textbook Commissions to prepare one.

- (2) Prepare a multiple list of basal books containing not more than eight nor fewer than four books on each subject under consideration. This list in the form of a report is submitted to the State Board of Education.

*State Committee on High School Textbooks.* This Committee is composed of five members, likewise appointed by the Governor and State Superintendent and serving in accordance with the law amended in 1943 for one year terms.

This first Committee operating under this 1931 law divided the high school field into five classes and set the order in which each would be considered, one class each year. This committee is charged with the

STATISTICAL INFORMATION ON STATE TEXTBOOK PURCHASE AND DISTRIBUTION

Year	Value Books Sold	Rental Fees Collected		Books Rebound	Books Owned		
		Supplementary	High School		Free Elementary	Supplementary	High School
1935-36	\$59,644.45	\$ 28,531.61	\$ 36,069.29	.....	1,290,910	123,201	198,882
1936-37	80,858.36	127,731.81	1,970,915	.....	1,970,915	436,090	564,890
1937-38	14,856.51	173,414.86	3,946,165	8,720	3,946,165	763,860	763,860
1938-39	8,456.55	199,071.12	4,916,655	19,205	4,916,655	482,996	864,728
1939-40	5,876.31	84,266.62	286,735.04	104,590	5,050,532	510,922	1,016,135
1940-41	4,173.17	95,675.97	292,235.70	210,486	5,684,092	583,686	1,118,593
1941-42	4,175.41	104,109.00	306,110.30	199,974	4,818,061	730,486	1,212,217
1942-43	4,018.86	117,105.88	312,127.06	149,142	5,101,365	*848,198	1,741,729

Expenditures for Books

Year	Elementary		High School		Total
	Free	Supplementary	Basal	Library	
1935-36	\$423,474.19	\$ 70,538.53	\$232,636.16	.....	\$ 656,110.35
1936-37	241,706.43	190,568.45	308,753.05	.....	620,998.01
1937-38	824,858.75	24,031.04	235,946.62	.....	1,251,373.82
1938-39	411,587.42	19,115.09	134,745.47	.....	570,363.93
1939-40	193,324.74	34,901.41	225,131.92	.....	441,751.87
1940-41	563,903.91	65,009.48	180,893.56	.....	798,921.78
1941-42	388,140.44	62,456.38	192,154.02	.....	642,756.49
1942-43	287,542.47	61,208.62	422,235.21	54,063.02	887,505.70

\*This total includes 175,562 library books.

free to pupils enrolled in grades 1-7, inclusive, the elementary school grades at that time. The rental system was continued by law for supplementary books and books for children enrolled in the high school grades, which included the eighth grade.

*Administrative Change.* Under the Constitutional amendment which became effective April 1, 1943, the new State Board of Education has succeeded to all powers and duties formerly exercised by the State Textbook Commission.

Statistical Information

The statistical information presented in the accompanying table covers the activities with reference to the State purchase and distribution of textbooks beginning in 1935.

This information, as the reader will observe, does not measure the educational use of textbooks. These figures simply present a picture of the quantity and volume of this phase of school administration and thus help to portray the effect of the textbook program on the total school situation.

*Value.* As this table shows, the number of books sold as indicated by their value has decreased considerably. This has been due largely to the provision of free basal textbooks in grades 1-7 begun in 1937, as well as to the operation of the rental system. As the pupils became acquainted with the rental system, they shifted almost unanimously from the practice of buying books to the use of the rental system.

*Rental Fees.* The rental fees collected indicate the growth in this method of textbook distribution and use. These years represent the transition period from child ownership of supplementary readers and high school books to that of the

textbooks for grades 1-7. Since the needs vary from year to year, depending upon new books to be replaced, the amount of money expended also varies. This is also true with reference to the supplementary reader program which has been developed for the elementary schools under the rental plan.

As these figures show, the cost of free textbooks was highest in 1937-38, when the plan was made effective. During subsequent years a smaller amount was expended for free books, until 1940-41, when a larger sum was expended for free textbooks followed by two years of decline.

The purchase of library books is a more recent undertaking. As the figures for the years indicated show, this service is increasing very rapidly. More than \$100,000 was expended for all library books, both elementary and high school, during 1942-43.

This expenditure for library books indicates the amount of money paid out for books to increase the stock from which the local units purchased books for their school libraries. This figure should not be confused with the total expenditure for libraries by the county and city administrative units.

The expenditure for basal high school books has also varied from year to year in accordance with the needs. The expenditure for books of this kind increased considerably in 1942-43, because of the need of new books in the inauguration of the twelve year program of instruction that year. The total expenditure, \$887,505.70, for 1942-43 was highest except for 1937-38, when the free textbook plan was begun and an expenditure of \$1,251,373.82 was made.



## Wartime Driver Institutes To Be Held

A series of institutes in pre-induction and wartime driver education to be held at thirteen places throughout the State has been announced by State Superintendent Clyde A. Erwin. These institutes are being held for teachers and principals under the direction of the Division of Instructional Service of the Department of Public Instruction in cooperation with the Division of Highway Safety of the Division of Motor Vehicles, the State Board of Education, the Pre-induction Training Branch of the U. S. Army Service Forces, and the Office of the Quartermaster General.

These institutes are being held, it is stated by Supt. Erwin, at the request of military authorities who appeared before the State Board recently to urge the schools to put more driver education courses in the high schools for the training of the 2,000,000 drivers of motor vehicles needed by the armed forces.

The tentative program scheduled for each day's meeting begins at 9:45 A. M., and ends at 3:30 P. M. Topics of discussion will be: The Wartime, Pre-induction, and Victory Corps Program in North Carolina; Nature and Scope of Recommended Pre-induction Driver Education Course; Training Military Motor Vehicle Operators—Problems and Procedures; The Contents of Pre-induction Driver Education; The War Department Pre-induction Program; Training Aids in Driver Education; Services Available from State Highway Safety Division; Methods of Teaching Driver Education; concluded by a panel on driver education conducted by the institute conductors.

Ralph J. Andrews, Victory Corps Coordinator for the State Department of Public Instruction will act as institute director. He will be assisted by a number of State Department, army and educational officials among whom will be the following: J. Henry Highsmith, Director Division of Instructional Service, State Department of Public Instruction; Ronald Hocutt, Director Highway Safety Division, State Department of Motor Vehicles; Nathan H. Yelton, Comptroller, State Board of Education; Milton D. Kramer, Consultant War Department, Office of Quartermaster General; Herbert J. Stack, Director Center for Safety Education, New York University; Major I. N. Carr, Field Representative, Pre-induction Training Branch of the Army Service Forces; Harold R. Danford, Director Education Division, National Conservation Bureau, New York, and representatives from other State and national organizations.

### Students Enrolled in Distributive Education Earn While They Learn

A total of \$79,300.35 was earned by the 400 students enrolled in the cooperation program of distributive education in 13 city administrative units during the school year 1942-43, it is disclosed in a summary of the work of this program which is carried on under the supervision of the Division of Vocational Education in cooperation with the Federal Government. The report also

### Driver Institute Schedule

Oct. 11—Bryson City  
Oct. 12—Asheville  
Oct. 13—Hickory  
Oct. 14—Boone  
Oct. 15—Winston-Salem  
Oct. 25—Rocky Mount  
Oct. 26—Raleigh  
Oct. 27—Greensboro  
Oct. 28—Charlotte  
Oct. 29—Fayetteville  
Nov. 15—Wilmington  
Nov. 16—New Bern  
Nov. 17—Elizabeth City

shows that there were 16 coordinators, or teachers, employed in this program, and that the students worked 296,784 hours at an average of 26.7 cents per hour.

Statistics released on a second part of the distributive education program, that of evening and part-time classes for adults, reveals that there were 19,217 persons enrolled in a total of 50 different city units.

A third phase of the program, wartime classes, shows 114 classes in operation with 7,249 persons enrolled for the year. This part of distributive education is divided into the following programs:

Program A, Wartime Emergency Training for New Store Workers, 38 classes and 1,602 persons enrolled.

Program B, Special Wartime Course for Experienced Salespersons, 45 classes with 1,055 persons enrolled.

Program C, Wartime Training Program for Owners and Managers of Distributive Business, 19 classes with 4,482 enrolled.

Program D, A Training Program for Store Supervisors and Department Heads, 12 classes with 110 persons enrolled.

### Miss Barrett Succeeds Mr. Justice As Guidance Supervisor

Ella Stephens Barrett, Guidance Counselor in the Alexander Graham Junior High School, Charlotte, has been employed as Acting Supervisor of Occupational Information and Guidance, Division of Vocational Education, to replace S. Marion

Justice, who is on leave with the armed services.

Miss Barrett, a native of Anderson, South Carolina, is a graduate of Winthrop College for Women, Rock Hill, S. C. She did graduate work in guidance at the University of North Carolina, Johns Hopkins University, and New York University, where she received her M. A. degree in Guidance and Personnel in August, 1943.

Before coming to the State office, Miss Barrett was supervisor of student teachers at Winthrop College Training School and for the past 12 years she has been employed in the Charlotte school as teacher of English and guidance counselor.

Mr. Justice came to the State Department in 1939 to head up the newly established guidance services for the schools. He entered the armed services June 28, 1943, at the Naval Training School, Fort Schuyler, New York. For a period he was in Washington taking special training and he is now at Madison, Wisconsin, as Navy Guidance Officer to the U. S. Armed Forces Institute.

### Bulletin on Replacement of Instructional Supplies Issued

A two-page mimeographed bulletin IS588 entitled "Annual Replacement of Instructional Supplies" was issued last month by the Division of Instructional Service of the State Department of Public Instruction. This bulletin tells how instructional supplies are secured, where they may be obtained, what the responsibility of teachers and principals is in connection with their purchase, what is the least effective purchase plan, and what supplies the teacher will be able to secure from the State allowance plus a nominal fee from the pupils.

From the State allowance of \$8.00 per pupil for 1943-44, the bulletin states, each classroom teacher may have approximately the following items under group A, or substitutes when one of these items such as pencil sharpener is not needed that year. Group A includes 4 erasers, 1 box of chalk, 1 register, 50 report cards, 50 cumulative record folders, 1 qt. of paste, 1 pencil sharpener, 1 qt. of ink, tests for 36 pupils, and pens and penstiffs for each child. Group B includes a larger list of supplies which may be purchased for approximately \$18.00.

### Second Qualifying Test for Civilians to Be Administered

The second Qualifying Test for Civilians for the Army Specialized Training Program and the Navy College Program V-12 will be administered on November 9, 1943, at any school or college which has eligible applicants, it is recently announced jointly by the Army, the Navy, and the U. S. Office of Education.

The first test was given last April 2nd. These tests, it is stated in a letter to school administrators from the Regional Director, Edgar W.



Knight, Chapel Hill, present an opportunity to secure at government expense an education approximately equivalent to that which might normally be secured in a college course of equal length. Successful completion of these courses may, depending on the officer requirements at that time and following further officer training, lead to a commission in the Army or Navy. Detailed information about these programs—eligibility requirements, procedure in applying to take the test, and answers to questions that are likely to arise—is contained in the pamphlet of information, *Qualifying Test for Civilians, Army Specialized Training Program and Navy College Program V-12*. Copies of these pamphlets and other information concerning the tests may be had from the Regional Director.

### Peace Discussion Booklet

Free or inexpensive leaflets dealing with varying aspects of the much discussed peace are listed in a booklet "Everybody and the Peace," published by the University of Virginia Extension Division.

In the 235 pamphlets listed are publications of such organizations as the American Council on Public Affairs, Carnegie Endowment for International Peace, Foreign Policy Association, Institute of Public Affairs, National Planning Association, and the World Peace Foundation. A few representative titles: "Towards a United States of Europe," "Reports of the Commission to Study the Organization of Peace," "European Agreements for Post-War Reconstruction."

In making the booklet generally available, the University of Virginia hopes it will prove of value to persons preparing programs on the subject of the peace to come and the shape of the post-war world, as well as to all who are concerned to follow the trend of thought in recent authoritative statements on the subject. Copies of "Everybody and the Peace" may be obtained free of charge from the Extension Division of the University of Virginia, Charlottesville, Va.

### North Carolina Child Labor And School Attendance Laws

(Compiled by the National Child Labor Committee, 419 4th Ave., New York City)

#### General Minimum Age for Employment

Children under 16 may not work during school hours or at any time in manufacturing establishments.

Children of 14 years and over may work in non-factory employment outside of school hours.

#### Compulsory School Attendance

Attendance is compulsory for the entire term for children 7 to 14 years. Superintendents may excuse children for farm work in certain seasons.

There is no continuation school law.

#### Hours of Work

There is an 8-hour day, 40-hour and 6-day week for minors under 16. Combined hours of work and school for children under 16 shall not exceed 8 a day.

There is a 9-hour day, 48-hour and 6-day week for minors 16 to 18.

#### Night Work

Minors under 16 may not work between the hours of 6 p. m. and 7 a. m.

Girls 16 to 18 may not work between 9 p. m. and 6 a. m.

Boys 16 to 18 may not work after 12 midnight or before 6 a. m., except that boys may work as messengers until 1 a. m.

#### Work Permits

Required for employment of all persons under 18 years, are issued by the County or City Superintendent of Public Welfare under conditions prescribed by the Department of Labor. Certificates are based on (1) proof of age, (2) physician's statement of physical fitness given after examination, (3) school record, (4) promise of employment.

Certificates are of 2 kinds—(1) for regular employment, (2) for work during vacations and outside Street Trades

Boys under 14 and girls under 18 may not engage in street trades except that boys of 12, on certificate from the Department of Labor, may be employed in the sale or distribution of newspapers and magazines (where not more than 75 customers are served in one day) but not during school hours or after 7 p. m. or before 6 a. m. nor for more than 4 hours a day or 10 hours a week.

Boys 14 to 16 years may distribute periodicals on fixed routes 7 days a week, but not after 8 p. m. or before 5 a. m., nor more than 4 hours a day or 24 hours a week.

For other street trades boys 14 to 16 may not work more than 8 hours a day (including time spent

in school), 40 hours a week or 6 days a week, nor between 7 p. m. and 6 a. m.; boys 16 to 18 may not engage in such work between midnight and 6 a. m.

The parent or guardian of a child engaged in newspaper or periodical selling or delivering, where relationship of employer and employee does not exist, shall be deemed the employer and shall procure the employment certificate.

#### Agricultural and Domestic Service

Agriculture and domestic service under the direction or authority of parent or guardian are exempt from the provisions of the Child Labor Law.

#### Dangerous Trades and Occupations

There are two lists of prohibited hazardous occupations—the first forbidden for minors under 16, the second for minors under 18. The Department of Labor has power to add to these lists.

#### Workmen's Compensation

Minors have the same rights as adults under the Workmen's Compensation Law.

### Victory Poster Contest Announced

The Latham Foundation wishes to announce a new Victory Poster Contest which will begin September 1, 1943 and close March 1, 1944.

This contest is particularly planned for school classes who wish to aid their country in the war effort. Posters received in the last contest are already being used by the U. S. Treasury, Red Cross, and similar national organizations.

Posters must be 12" x 18" or 14" x 22" and done in any medium. Patriotic topics are to be the basis of the posters. War Savings posters are particularly desired.

For two color announcements giving all rules and details write to John deLemos, Box 1322, Stanford University, California.

### SCHOOL ATTENDANCE IN NORTH CAROLINA (U. S. Census—1940\*)

	Population	Number Attending School	Per Cent Attending School	Rank of State
7-13 years	547,013	520,952	95.2	35
Urban	120,212	116,129	96.6	36
Rural-Nonfarm	138,670	132,923	95.9	32
Rural-Farm	288,131	271,900	94.4	34
14-15 years	161,555	134,912	83.5	42
Urban	37,186	32,351	87.0	46
Rural-Nonfarm	38,616	32,563	84.3	41
Rural-Farm	85,753	69,998	81.6	33
16-17 years	161,476	89,402	55.4	44
Urban	37,911	22,805	60.2	45
Rural-Nonfarm	38,319	21,087	55.0	44
Rural-Farm	85,246	45,510	53.4	35

### AVERAGE LENGTH OF SCHOOL TERM—1937-38

	Days	Rank of State
State	163.6	43
Urban	174.3	45
Rural	159.9	40

\*According to the 1940 Census, a school attendant was a person who during March 1940 was enrolled in or attending any school, college, university or educational institution. Attendance at night school, extension school, or vocational school was included only when such school was part of the regular school system.



# EDUCATION IN OTHER COUNTRIES

## Schools in Czechoslovakia

For practical purposes Czechoslovak schools may be divided into four groups: (a) primary, (b) secondary, (c) schools of university rank, (d) occupational. A short description of each group follows:

(a) For children below 6, maternal schools were organized where it was found feasible and expedient. Compulsory school attendance between the ages of 6 and 14 was introduced by law and strictly enforced. Detailed stipulations regulated the duties of communities and local representative bodies in regard to elementary schools, so that no child would be denied the possibility of attending school within a reasonable distance. Provisions were made for establishment of a satisfactory number of higher elementary schools to be attended by pupils who passed successfully through the five school years of the elementary schools. Private schools were tolerated but a certain amount of control was reserved for representatives of the government.

As a rule, an elementary school was maintained by local authorities. The central government usually took the initiative in the mixed districts or in places where financial difficulties proved an obstacle in meeting the legal requirements.

(b) The prototype of the secondary school was the "gymnasium". After the reorganization in 1849, it gave an eight-year course, ending with a "maturity" examination (baccalaureate). Another type of the secondary school (real school) had been definitely organized in 1868 with 7 forms. While in the former the classical languages had the dominant position, in the latter a considerable amount of time was devoted to mathematics and sciences. In both types there was a line between the four lower and the higher grades. About half the students left the school after four years, mostly to take special training in teachers' colleges, commercial and industrial schools. Those who passed the maturity examination either applied for positions or proceeded to schools of university rank.

(c) As early as 1346, a university was founded in Prague by King Charles. In 1882, it was divided by the Vienna government into a Czech and German university. They continued to exist side by side under the republican regime, enjoying a very high degree of independence in matters of teaching.

In November, 1939, the Czech university was closed by the German authorities together with other Czech institutions of the same rank, whereas the German university was allowed to exist as an outpost of the Nazi ideology in the Czechoslovak milieu.

Czechoslovak universities were organized along traditional lines.

Five schools (Theology, Law, Medicine, Arts and Sciences) constituted a complete university. Since the early nineteenth century another institution, a polytechnic, had been developing as a consequence of the rapid industrialization of the country. The dualism of universities and polytechnics continued to exist in the Republic. In closer or looser connection with one type or the other were special schools: School of Commerce, Academy of Arts, School of Mines, School of Agriculture, Forestry and Veterinary Medicine, St. Cyril and Methodius Faculty of Catholic Theology and the Jan Hus Faculty of Protestant Theology.

(d) Czechoslovakia maintained special schools for almost every type of vocational training, which varied in their level, curriculum and purpose. Apart from highly specialized schools, there were some types for which graduates from the lower halves of secondary schools or from higher elementary schools were eligible at the age of 16. Such were the four-year commercial academies, agricultural high schools, schools of arts and crafts. There were several types of girls' occupational schools. They grew partly from institutions which were founded prior to 1918 by societies or individuals, partly were founded by state and local authorities.

(e) It is necessary to give special attention to teachers' colleges and similar schools. Most teachers of elementary schools were trained in four-year schools which corresponded, as far as the age of their students was concerned, to the upper half of secondary school. After graduation from secondary school, it was also possible to attend a special one-year teachers' training course (academy).

## Progress of Education in Occupied Holland

An article in the Utrecht Daily, Het Nationale Dagblad, one of the first pro-Nazi newspapers published in Holland, reveals the turn education is taking under Nazi occupation.

As reported to the Office of War Information recently the article said that the Burgomaster of Harlem—following a "request by a Nazi control group—has declared the curricula of the secondary technical schools in the city are going to be expanded."

The expansion, added to the technical curricula, will be courses in national socialism.

## Juvenile Delinquency in Denmark

Reform schools in occupied Denmark are so overcrowded that youthful offenders are now being

sent to Denmark's prisons, according to a Danish press dispatch recently received by the Office of War Information.

The Danish conservative newspaper, Nationaltidende, cited a recent case from Horsens, Denmark, in which three boys between the ages of 15 and 17 were sent to prison because reformatory space was unavailable.

Devoting a special editorial to the problem of the growing juvenile delinquency, the Danish paper told how these boys' fathers worked "abroad" while the mothers spent their time in "disreputable company".

## Education in Britain

1. More than one-tenth of the total expenditure of the central government and the local authorities combined is spent annually on education in Britain. Free education is provided from five to fourteen years in England and Wales and from five to eighteen years in Scotland.

2. In England and Wales secondary (high school) education is selective. Promising children are given the opportunity to continue their education after the minimum school-leaving age (fourteen) by grants and scholarships to secondary schools.

3. Of the children attending secondary school forty-seven per cent receive free education and ten per cent pay reduced fees. Grants for traveling and for books are provided by the local authorities when necessary. More than a million young people over the age of fourteen were attending courses in evening institutes, technical schools and university extension classes in the years before the war. The cost of these courses is met almost entirely by the public authorities.

4. Public grants and scholarships also make it possible for adult students who would otherwise be unable to meet the fees to enter the universities. In 1939, over forty-six per cent of the university students of Great Britain were in receipt of such grants.

5. Central schools provide vocational, technical and creative education for children who do not wish or are not suited for the academic education provided in the secondary schools.

6. More than nine out of ten children up to the age of fourteen are educated in the schools provided by the local authorities and nine out of ten over fourteen receive their education in schools provided or grant-aided by the local authorities. Only a small minority are educated privately.



# MINUTES—STATE BOARD OF EDUCATION

## July Meeting:

### Full December Salary Check Before Christmas

At its July meeting the State Board of Education authorized the payment of the full December salary of teachers and principals before the Christmas holidays if they have served 10 days or more of the current school month. Before such salaries may be paid, however, the superintendent of the administrative unit must make request that such financial arrangements be made.

## August Meeting:

### School Entrance Age

The Secretary was requested to send out a letter to all superintendents asking that the law with reference to the entrance age of children be strictly enforced. (See letter below.)

### School Lunch Rooms

The following resolution with reference to school lunchrooms was adopted:

"Whereas, the Department of Agriculture's appropriation bill recently passed by Congress carries an appropriation of \$50,000,000 for aid to lunchrooms in the Nation as a part of the national nutritional program, and

"Whereas, the sponsoring agency in each state is to provide for the development and supervision of a State Child Feeding Program, interpret the program to State and local educational and lay groups, distribute literature and application forms to units under its jurisdiction, encourage increased participation and the creation and expansion of facilities, be responsible for establishing standards for program operation and for requiring that the type of lunch for which each operating unit claims reimbursement conforms to the 'type of meals' as described above. The sponsoring agency shall also provide qualified State supervision of the Child Feeding Program and such technical and clerical assistance as may be deemed necessary, provide a minimum number of technical personnel and clerical assistants in the State Department of Public Instruction, pay the administrative costs incident to providing such personnel, and all other costs incident to the performance of the duties, obligations and responsibilities, and

"Whereas, the program already has the approval of the Governor and Council of State, and

"Whereas, money has already been provided from funds set up in the State Board of Charities and Public Welfare, and

"Whereas, the Attorney General, by opinion, has ruled that this money may be spent for such purpose:

"Now, Therefore, be it resolved that the State Superintendent of Public Instruction be authorized and empowered to enter into an agreement with the Food Distribution Administration for carrying out the purposes hereinbefore stated, and that he be further authorized to enter into, execute and sign any and all agreements and documents necessary for carrying out the purposes of this resolution and providing for the operation of the program."

### NYA Equipment

The Secretary was requested to do everything possible to secure NYA equipment for use in the public schools of the State.

### Allotment of Teachers

**High Schools:** The Board authorized the allotment of sufficient teachers where a standard high school was operated last year to continue such standard high school under the provisions of the Emergency Act passed by the General Assembly of 1943.

**Orphanages:** The following resolution with reference to the allotment of teachers to orphanages was adopted:

"In each administrative unit where orphanages are now receiving an allotment of teachers from the State Nine Months School Fund, and where it is found that such orphanage is subject to lose teachers by combining the average daily attendance with that of the

district, or unit; it is hereby authorized that the allotment be rechecked in each case, and teachers allotted as though they were in separate units, or districts. In each case where the orphanage is in the city unit, the teachers shall be allotted to the city unit, but the unit is authorized to assign the total number of teachers so allotted to the orphanage, or orphanages located therein."

## September Meeting:

### Pay of Substitute Teachers

The regulation with reference to the pay of substitute teachers was changed to read as follows: "The maximum salary of a substitute teacher shall be \$4.00 per day, provided the pay of the substitute teacher shall not exceed the salary of the regular teacher."

## Certificates—

### Teaching Out of Field

The certificate regulations now in force require that the certificate rating of a teacher who is teaching out of field shall be reduced to the next lowest class. Due to the present shortage of teachers, it is felt that the welfare of the public school children will be better served by changing this regulation to provide that for the school year 1943-44 the salary of a teacher teaching out of field shall be reduced \$10.00 per month.

## State Superintendent Sends Letter Concerning School Entrance Age

STATE OF NORTH CAROLINA  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

August 24, 1943

To County and City Superintendents,  
Greetings:

At its last meeting the State Board of Education requested me to call your attention to the fact that the school law controlling the entrance age of children has not been changed, and that it expects every superintendent, principal and teacher to see that the provisions of this law are carried out in full. The law specifically provides that no child may enter school unless that child is six years of age on or before October 1st.

As you will recall, several efforts were made in the last Legislature to change or modify this law but every effort was decisively defeated by the Legislature. It is therefore incumbent upon us to enforce this law strictly until it is changed by the General Assembly. There is no authority vested in any agency to change or modify the law, and there is a moral and logical responsibility resting upon every school official to see that its provisions are carried out in every respect. I am sure that you will give your wholehearted cooperation in this matter even though you may share my opinion that it would have been wiser if the law had been modified along the lines suggested to the last General Assembly.

With best wishes and kindest personal regards, I am

Very truly yours,

CLYDE A. ERWIN

State Superintendent of Public Instruction



# LAWS, RULINGS, AND OPINIONS

## Compulsory Attendance Law; Dismissal of Pupils; Mentally Defective Pupils

*In Reply to Inquiry:* Receipt is acknowledged of your letter of August 31 enclosing a letter from Mr. \_\_\_\_\_ of \_\_\_\_\_.

You desire to know what discretion, in my opinion, a principal or teacher has in judging whether or not a child should remain in school.

It seems to me that the compulsory attendance law contemplates that all children in North Carolina between certain ages should receive some type of training. The type of school in which such training is to be received is, to my mind, determined by the mental or physical condition of the particular child in question. If the child is a normal, healthy child, it should attend the public schools or a school which is included in the definition of "school" as contained in Section 5757 of Michie's NORTH CAROLINA CODE OF 1939, ANNOTATED.

Section 5767 of Michie's Code provides:

"It shall be the duty of the superintendent to report through proper legal channels the names and addresses of parents, guardians, or custodians, of deaf, dumb, blind, and feeble minded children to the institution provided for each, and upon the failure of the county superintendent to make such reports, he shall be fined \$5.00 for each child of the class mentioned above not so reported."

Section 5567 authorizes physical examination of pupils attending the schools of the State. If a child is not found to be feeble minded or physically defective, to such an extent that the instruction of such child is provided for by the State of North Carolina otherwise than in the public school, it is my thought that such child should be accepted in the public schools of this State and would be subject to discipline in the school which such child attends.

Of course, Section 5563 of Michie's NORTH CAROLINA CODE OF 1939, ANNOTATED, provides that a teacher in a school having no principal or the principal of a school shall have authority to suspend any pupil who willfully and persistently violates the rules of the schools or who may be guilty of a moral or disreputable conduct or who may be a menace to the school. This section further provides that every suspension for cause shall be reported at once to the attendance officer, who shall investigate the cause and shall deal with the offender, in accordance with rules governing the attendance of children in schools.

It is therefore my opinion that unless the child about which \_\_\_\_\_

\_\_\_\_\_ inquires is a feeble minded child, the school authorities should accept the pupil and undertake to subject her to the discipline of the school and should only dismiss her if she comes within the purview of Section 5563 above referred to.—Attorney General, September 2, 1943.

## Compulsory Attendance Law; Duties of Welfare Officers; Enforcement

*In Reply to Inquiry:* You inquire if the welfare officers of the various counties of the State are relieved of all liability for assisting in the enforcement of the compulsory attendance law.

Prior to the year 1939, it was clearly the duty of the welfare officers in the various counties of the State to investigate and prosecute all violators of the compulsory attendance law, the applicable Sections being Consolidated Statutes 5017, which provided that the County Superintendent of Public Welfare should be the chief attendance officer of the county, and Consolidated Statutes 5761, which provided that the County Superintendent of Public Welfare or chief school attendance officer or truant officer provided for by law shall investigate and prosecute all violators of the compulsory attendance law.

The General Assembly of 1939 enacted Chapter 270 of the Public Laws of 1939, which was made a part of Consolidated Statutes 5759, and this Chapter provided that the County Board of Education in a county administrative unit and the Board of Trustees in a city administrative unit might employ special attendance officers to be paid from funds derived from fines, forfeitures and penalties, or other local funds, and that said officers shall have full authority to prosecute for violations of the compulsory attendance law. This Chapter contained a proviso to the effect that in any unit where a special attendance officer is employed, the duties of chief attendance officer or truant officer, in so far as they related to such unit, were transferred from the County Superintendent of Public Welfare to the special attendance officer of the unit.

The General Assembly of 1941, in enacting Chapter 270, Public Laws of 1941, rewrote Consolidated Statutes 5017, which outlines the powers and duties of County Superintendents of Public Welfare, and omitted therefrom that portion of the Section which designated the County Superintendent of Welfare as the chief school attendance officer of the county. That portion of Consolidated Statutes 5761 which places the duty of investigating and prosecuting violators of the provisions of the compulsory attendance law on the County Superintendents of Public Welfare is not referred to in Chapter 270 of the Public Laws

of 1941, and does not seem to be affected by it.

Thus, it would seem to me that in the absence of a local statute designating some other person as chief school attendance officer or truant officer, or in the absence of employment of such a person under the provisions of Chapter 270 of the Public Laws of 1939, the County Superintendent of Public Welfare would still be charged with the duty of investigating and prosecuting all violators of the compulsory attendance law. I do not have any information as to how many counties in the State have employed attendance officers under Chapter 270, Public Laws of 1939.

Of course you understand that the opinions of this Office are advisory only and are not binding on the courts of this State.—Attorney General, April 8, 1943.

## Attendance Officers; Compulsory Attendance Law

*In Reply to Inquiry:* In your letter of September 22, you inquire if a county superintendent of schools may act as an attendance officer.

C. S. 5759 provides that the county board of education in a county administrative unit and the board of trustees in a city administrative unit may employ special attendance officers, to be paid from funds derived from fines, forfeitures and penalties, or other local funds, and said officers shall have full authority to prosecute for violations of the compulsory attendance law; and in any school unit where a special attendance officer is employed, the duties of the chief attendance officer or directional officer, in so far as they relate to such unit, are required to be transferred from the county superintendent of public welfare to the special attendance officer so employed.

You will find in C. S. 5761 that the county superintendent of public welfare or the chief school attendance officer or directional officer is required to investigate and prosecute all violations of the compulsory attendance law. Under this section you will also find that the reports of unlawful absence required to be made by teachers and principals to the chief attendance officer, shall, in his hands in case of prosecution, constitute prima facie evidence of a violation of the law in this regard and the burden of proof shall be upon the defendant to show the lawful attendance of any child upon any authorized school.

The only duty placed upon the teachers, principals and county superintendents of public instruction is to enforce the compulsory school law in accordance with the rules and regulations adopted by the State Board of Education, such rules and regulations being authorized by C. S. 5759. Apparently, under this latter section, this duty is to report truancy or lack of attend-



ance to the chief directional officer who may be the superintendent of county welfare or the attendance officer authorized by the law above referred to.

I do not think that the statute contemplates the county superintendent acting as the chief attendance officer, and, therefore, it is unnecessary that I answer your second question as to any personal liability which a county superintendent might have in cases where a person is indicted under the Act.—Attorney General, September 24, 1941.

### **Compulsory Attendance; Attendance Officer; Deputy Sheriff; Double Office Holding**

*In Reply to Inquiry:* Receipt is acknowledged of your letter enclosing letter from Honorable ....., County Superintendent of ....., which he raised the question as to the type of contract which should be entered into with the special attendance officer and whether a deputy sheriff could serve as a special attendance officer.

By virtue of Chapter 270 of the Public Laws of 1939, the General Assembly has provided that the County Board of Education in a county administrative unit and the Board of Trustees in a city administrative unit may employ special attendance officers.

It is my opinion that it was the purpose and intent of the General Assembly, in enacting the above chapter, to authorize the appointment of attendance officers who would be directly responsible to the appointing board and a part of the educational system of the unit employing such officers. I do not think that it was the intention of the General Assembly to authorize a Board of Education to add additional duties to a deputy sheriff.

This office has heretofore held that a deputy sheriff is an officer within the meaning of Article 14, Section 7, of the Constitution of North Carolina, which prohibits double office holding. From an inspection of the statute authorizing the employment of special attendance officers, it is my opinion that the Supreme Court might be justified in holding that an attendance officer employed under the provisions of the chapter above referred to might also be considered as an officer within the meaning of Article 14, Section 7, of the Constitution. It is therefore my opinion that a County Board of Education would not be authorized to designate a deputy sheriff as a special attendance officer. It is further my opinion that a special attendance officer, when employed by a County Board of Education, should take the same oath as any other public officer of the county.—Attorney General, August 23, 1943.

## **TAR HEEL EDUCATORS**

**Joseph Caldwell**

*By Beth Crabtree of the State Department of Archives and History*

In 1795 the University of North Carolina opened its doors to students. A year later Joseph Caldwell, of Princeton, came to Chapel Hill to serve as presiding professor and instructor in mathematics.

Caldwell was born in Lamington, New Jersey, April 21, 1773, the youngest son of Joseph and Rachel Caldwell. Several years later the family moved to Princeton where young Joseph entered grammar school. They again moved, going to Newark and later to Elizabethtown; but in 1787 Joseph returned to Princeton, finished grammar school, and in 1791 he graduated from the College of New Jersey. He served as an instructor at an Elizabethtown academy until he was invited to become a tutor of mathematics at his alma mater.

After a year at Princeton, Caldwell received an invitation to go to the University of North Carolina to fill the vacancy left by the resignation of presiding professor Charles Harris. He continued in this position until 1804 when he was appointed the first president of that institution. In his early years as president, Caldwell aided greatly in raising subscriptions for the expansion of the building program and particularly in the completion of South Hall. In 1812, however, he resigned to devote his time to the study and teaching of mathematics and astronomy. This time was spent in writing an experimental text on geometry, *A New System of Geometry*, which was successfully circulated among the students in manuscript form and was later printed. Five years after his resignation, Caldwell was persuaded to return to his former office as president.

In the summer of 1824 Caldwell toured Europe and returned with a valuable set of scientific instruments. These he placed in the library building until they could be transferred to a building he had erected for that purpose. Thus he was responsible for the first observatory established in the United States in connection with an educational institution. He was also largely responsible for the presence of the two eminent scientists, Denison Olmstead and Elisha Mitchell, on the University faculty.

As an educator, Caldwell was outstanding not only in his work as the University's first president, but also in his far-seeing plans for popular education. His ideas are clearly defined in his *Letters on Popular Education Addressed to the People of North Carolina*. Briefly, the basis of his system was the establishment of a "Central School" to be controlled by a board of education appointed by the legislature. This school was to function as a training center for eligible candidates chosen from, and by, the counties which supported them. These candidates in turn were to go back to their counties and aid in the establishment of, and instruction in, primary schools. In order to overcome the financial barrier, Caldwell proposed the investment of the already existing Literary Fund, and the use of the interest in establishing and maintaining the school.

Caldwell's widespread interests included participation in the movement for internal improvements, a movement closely connected with the educational program in the minds of the leaders of his day. His *Numbers on Carleton*, explaining his theories on this subject, ranks with his *Letters on Popular Education* as a part of the best scientific literature of that period. But most important of his contributions was his help in the organization of the University of North Carolina, in the expansion of its curriculum, in the development of its scientific equipment, and in allying it with the progressive forces at work in the State.

Criticism was leveled at Caldwell for filling the faculty with Presbyterians, resulting in a tendency to make the University a denominational institution. If such accusations were just, however, it was merely the result of his own deep religious consciousness. In his early years of teaching he had spent his spare time studying for the Presbyterian ministry. In recognition of the sincerity of his religious convictions, the University in 1816 conferred upon him the degree of doctor of divinity.

After twenty years in North Carolina, Joseph Caldwell died on January 27, 1835. He had done much to lay the foundation for the State's later educational development.



## From The Past

### 5 Years Ago

"One thousand and fifty children of two, three, and four years of age who are now attending WPA Nursery Schools in North Carolina were immunized for diphtheria during the past month."—*Public School Bulletin, October, 1938.*

"The Forsyth County administrative unit led the 100 county units in having the highest percentage of white pupils in membership in attendance every day. Of each 100 white pupils in membership an average of 97 attended every day."—*State School Facts, October, 1938*, including figures for school year 1936-37.

The following persons were county superintendents:

J. B. Hash, Ashe County  
S. G. Hawfield, Cabarrus County  
W. R. Thompson, Chatham County

A. L. Martin, Cherokee County  
F. B. Aycock, Jr., Currituck County

R. H. Atkinson, Dare County  
N. E. Gresham, Edgecombe County

W. R. Mills, Franklin County  
J. H. Moody, Graham County  
B. P. Gentry, Harnett County  
P. G. Gallop, Hyde County  
A. C. Holland, Jones County  
M. D. Billings, Macon County  
D. M. Robinson, Madison County  
E. L. Best, Mecklenburg County  
R. B. Phillips, Mitchell County  
P. J. Long, Northampton County  
T. G. Leary, Pamlico County  
P. S. White, Polk County  
R. H. Bachman, Tyrrell County  
E. D. Johnson, Union County  
John C. Lockhart, Wake County  
W. H. Walker, Watauga County  
J. T. Reece, Yadkin County  
James Hutchins, Yancey County  
—*Educational Directory, 1938-39.*

### 40 Years Ago

The State Board of Education consisted of the following persons:  
Charles B. Aycock, Governor, *Chairman.*

J. Y. Joyner, Superintendent of Public Instruction, *Secretary.*

W. D. Turner, Lieutenant-Governor.

J. Bryan Grimes, Secretary of State.

B. R. Lacy, State Treasurer.

B. F. Dixon, State Auditor.

R. D. Gilmer, Attorney-General.

The Department of Public Instruction consisted of the following:

J. Y. Joyner, Superintendent of Public Instruction.

John Duckett, General Clerk.

R. D. W. Connor, Special Clerk for Loan Fund, Rural Libraries, etc.

Miss Ella Duckett, Stenographer.  
C. L. Coon, Superintendent of Colored Normal Schools.

"There are 508 log houses and scores of old frame houses unfit for use to be replaced."—*Biennial Report of the Superintendent of Public Instruction, 1902-03, 1903-04*

## Educational Directory To Appear Next Month

Practically all of the blanks requesting corrections in the 1942-43 Educational Directory for the 1943-44 edition or that publication have been returned, and the revisions are now being rapidly made with the view of sending the copy to the printer early this month, it is announced by L. H. Jobe, Director of Publications for the State Department of Public Instruction, who has charge of compiling the Directory each year. When it is available, Mr. Jobe stated, copies will be forwarded to all county and city superintendents. Others may secure a copy by writing to him requesting same either now or later, he stated, and when they are available for distribution the publication will be forwarded by mail.

## Supreme Court Decides Schools Must Pay Street Assessments City of Raleigh v. Raleigh City Administrative Unit (Filed July 14, 1943)

1. Municipal Corporation: Schools—Lands owned by "The School Committee of Raleigh Township, Wake County," and used exclusively for public school purposes, are liable for assessment for street improvements made by the city of Raleigh under Art. 9, ch. 56, of the Consolidated Statutes.

2. Constitutional Law: Taxation—While the Constitution of North Carolina provides that property belonging to the State or to municipal corporations shall be exempt from taxation (Art. V, sec. 5), assessments on public school property for special benefits thereto, caused by the improvement of the street on which it abuts, are not embraced within the prohibition.

3. Mandamus—Mandamus lies only to compel a party to do that which it is his duty to do without it. It confers no new authority. The party seeking the writ must have the clear legal right to demand it, and the parties to be coerced must be under legal obligation to perform the act sought to be enforced.

4. Mandamus: Schools—In the absence of allegation and proof that funds are available, mandamus lies to compel the proper school authorities to raise funds by taxation with which to pay a valid assessment for street improvements, as it would be against public policy to enforce collection of the assessment by foreclosure.

APPEAL by plaintiff and defendant from Burney, J., at February Term, 1943, of Wake. Affirmed.

## From the Press

*Forsyth County.* "More county school students than ever before are eating their lunches in the school cafeteria, Superintendent T. H. Cash said this morning.

"The cafeterias are faced with the problem of feeding more children with less food supplies and serving equipment than normally, but no children ever go hungry, Cash declared. Instead, they seem to realize they are getting more food for their money than they had expected, and in addition they are receiving well-prepared and properly balanced meals.

"There is no need to encourage children to drink milk, Cash stated emphatically. He wished instead the advocates of good health would encourage a greater production of milk. None of the schools can get an adequate supply of milk to meet the demand of drinkers, he said."—*Winston-Salem JOURNAL*, September 10, 1943.

*Durham.* The city board of education has been restrained from carrying out, executing and enforcing the regulation barring high school students from participating in extra curricular activities unless they sign a pledge to the effect that they do not belong to any fraternity or sorority.—*Raleigh NEWS AND OBSERVER*, September 6, 1943.

*Albemarle.* With eight out of ten school children needing dental attention, it is apparent that the dentists have a busy time ahead of them. It has been known for a long time that the teeth cause some ailments, but in more recent years, it has been found that many more ills that afflict the human frame may be attributed to bad teeth. If your youngster has teeth which need attention, it is not wise to delay in seeing that they get this attention as soon as possible.—*Editorial in the Albemarle NEWS & PRESS*, September 10, 1943.

*New Hanover County.* With the reopening of public schools at hand it is heartening to note that the New Hanover county school system has kept abreast of the times making such changes as changing conditions demand, and is better fitted than ever before to prepare pupils, from primary grades through high school, for their responsibilities in a world now unsettled by war but eventually to be at peace, with the complex and baffling problems of peace to be solved.

New departments, new courses of study, have been added to meet the new requirements. Without lessening emphasis of strictly academic studies, the high school, for example, is giving extraordinary attention to subjects directly affecting service after graduation. The purpose is to help pupils discover their aptitudes and thereafter give them the type of training and encouragement best suited to development.—*Editorial in the Wilmington NEWS*, September 9, 1943.



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Cover

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

November, 1943

Number 3



OLAN V. COOK  
UNIV. LIBRARY  
CHAPEL HILL, N. C.

The repairing and storing of farm machinery is a part of the instruction given to students taking courses in vocational agriculture

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter	2
Calendar for November	2
Cover Picture	2
Editorial Comment	3
Academy of Science Offers Aid to High School Students	4
Inter-American Relations	4
Chatham County Schools Provide Lunches to Students at Low Cost	4
Three New Superintendents	4
"Students Lose Interest In Teaching Profession"	4
Scholastic Magazine Sponsors Institute of Student Opinion	4
Rulings on Basketball Shoes and Gymnasium Equipment Issued	5
Announcement — School Cooperation in Food Conservation Campaign (box)	5
Higher Education Costs Advance	5
Selective Service Delinquents to be 1-A	5
Winston-Salem Pupils Discuss School Problems	6
War Has Seriously Affected Supply of Textbooks, Says Peeler	6
Distribution of Printed Forms for Schools Centralized	6
Lincolnton Students Picked 39,104 Pounds of Cotton	6
Audit Report Shows Expenditure of \$30,-480,385.22 From State Funds for Support of Public Schools, 1942-43	7
Expenditure of State Funds By 170 Administrative Units, 1942-43 (Table)	7
Audit Report Shows 24,770 Teachers and Principals Paid From State Funds, 1942-43	7
Education of Persons on Probation Appears Lower	7
Prizes Offered Schools for Collecting Scrap	7
State School Facts	8-9
Former State Superintendent Joyner Named on Vocational Education Agricultural "Honor Roll"	10
37 Licensed Business Schools Operate in North Carolina	10
WPB to Replace "PD" and "UP" as Official Identification of Forms	11
Fortune's Youth Survey Is Revealing	11
Book Week November 14-20 (box)	12
Please Note (box)	12
Tar Heel Educators	12
Education in Other Countries	13
Laws, Rulings, and Opinions	14
Minutes—State Board of Education	15
From the Past	16
American Education Week (cut)	16
Dr. Jacocks Announces School-Health Program	16
From the Press	16

STATE OF NORTH CAROLINA  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

November 1, 1943

### To Superintendents, Principals and Teachers:

Following my letter in the October number of this publication in which I made certain suggestions as to the improvement of school buildings and grounds, I wish in this letter to make a more definite suggestion as to the advisability of making plans covering the entire public school field. As I stated in that letter most of the materials necessary for school buildings are reserved for war industries. Competent labor, too, is scarce. Reorganization of plants is dependent on these two things.

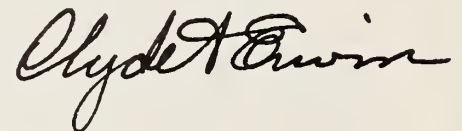
In the instructional field there is a state of change. Adjustments, wherever possible, are being made, but these adjustments are all pointed in the direction of the war effort.

These things being true, I propose that the school people, superintendents taking the lead, begin now to plan for "postwar education" in its broadest sense as it applies to the several units. In the first place, we should study the physical plant to determine if it is adequate. Secondly, we should ascertain if the program of instruction provided is best adapted to the abilities of the child, "and in the amount necessary to develop his maximum usefulness to himself, his community and society." In short, we should determine a clear-cut, specific concept of the educational needs for the area studied.

How shall we go about this? Public and private agencies should be used and the democratic process followed. Under the leadership of the superintendent working with various committees, comprising both teachers and patrons, principles should be established, policies agreed upon, and tentative plans evolved now for postwar public education.

I have appointed Mr. W. F. Credle of the Department of Public Instruction to give assistance in the organization of procedures, and to correlate the planning in public education with State and National Planning agencies. I hope very much that each of you will cooperate fully with him in this undertaking.

Very truly yours,



State Superintendent of Public Instruction

### Calendar for November

- 2—Meeting Western District N.C.E.A., Asheville
- 4—Meeting South Piedmont District N.C.E.A., Charlotte
- 7-13—American Education Week
- 9—Meeting Northwestern District N.C.E.A., Winston-Salem
- 11—Meeting North Central District N.C.E.A., Durham
- 14-20—Book Week
- 16—Meeting Southeastern District N.C.E.A., Fayetteville
- 18—Meeting Northeastern District, N.C.E.A., Greenville
- 25—Thanksgiving Day

### Cover Picture

This picture shows instruction being given to a student of vocational agriculture in the repair and upkeep of farm machinery. This particular picture shows William Lowe, right, tightening the pinion gear to the Pitman rod of a mowing machine under the supervision of his teacher, J. L. Kepley, Lowe's Grove High School, Durham County, N. C.



## North Carolina Public School Bulletin

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### Reports Are Necessary

Some principals and teachers do not always appreciate the value and necessity of the reports they are required to make in connection with their school work. In many instances, they look upon the matter of making reports as just a "necessary evil", hurriedly filling in the blanks and turning them over to the principal or superintendent. Others put off till the latest time the matter of making reports and then guess or estimate the figures necessary for completion of the report. As a consequence the matter of making reports does not assume the importance that it should with many school people. Because they themselves do not utilize the data collected, they get the notion that "making reports" is an extra duty added to the work for which they are paid.

Such is not the case, however. The making of the reports required is a necessary part of school work. True, it is not the most important work, but very essential and important just the same. The law requires that the State Superintendent of Public Instruction shall have authority to call on the local superintendent "for school statistics and for reports on any phase of the school work" and in accordance with the law it is the duty of the superintendent to supply the information promptly and accurately. Superintendents in turn must rely on principals and teachers for much of the information requested, some of which he uses as an aid in the administration of the school units and other is forwarded to the State office where it is used for various purposes in the administration of the State system of schools.

Several months ago, the State Board appointed a committee to

study the various report forms used to see if any improvement in arrangement of any of them could be made, or if any could be eliminated. The general recommendations of that committee were printed in the October number of this publication. Space did not permit the printing of the entire report. It is interesting to note what that committee had to say on Reports. We quote:

"Reports serve the following principal purposes:

- A. They are necessary for use in the allotment of funds, in applying a standard of measurement to the school unit, and for the proper administration of rules and regulations—e. g. allotment of teachers, standardization of schools, etc.
- B. They are necessary for purely statistical purposes and for releasing information to the public—for example, the Biennial Report of the State Superintendent of Public Instruction and press releases giving information designed to promote good public relations.
- C. They should give information essential for determining over a period of years trends in public education and as a basis for long term planning both from the standpoint of the State and from the standpoint of the local administrative units.
- D. They are necessary for supplying information for comparison with other states and with national statistics.
- E. They are necessary for supplying information to the General Assembly as an aid in enacting wise school legislation.

Believing that reports are necessary and useful for these reasons, it follows that they are also a necessary part of the work of those who are responsible for making them."

It is also interesting to read from Leaflet No. 64, U. S. Office of Education, which says, in speaking of "Importance of records and accounting:"

"Good school administration must be based upon sound judgment. This is developed from the study and interpretation of facts compiled with the consideration of judgments of other competent, experienced people. *One of the most important phases of school administration consists of reports to the board of education, to the State department of education, and to the citizens.* (Italics ours.) Many records and much accounting are vital for a well-administered program."

With the information in hand school administrators are able to make interpretations and chart educational programs of their respective administrative areas. But these uses of reports cannot be made nor their values realized unless the data are complete, correct and on hand from every school. All public school educators, therefore, teachers, librarians, principals, supervisors, and superintendents, should exer-

cise the greatest care in the making of reports in order that the information will be accurate, and the reports should be made promptly at the time required.

### Educational Planning

None of us know what the exact character and content of public education will be after the war. We assume, however, that it will not be radically unlike what we now have. The adjustments that are gradually being made from year to year are hardly noticeable by the average person. Everyone realizes, however, that the situation today is not the same as it was when he went to school. Some think it is not as good, that pupils don't learn as much—can't spell, can't figure and don't know any history; whereas others feel that the public schools of today are so far superior today to those of their youth that there is no comparison. And so the argument goes, from generation to generation.

Those of us engaged in the public education field know that the system isn't perfect—perhaps never will be. And that is why we are forever advocating changes and adjustments to meet the needs of a changing world. We know that we must assume the responsibility of providing boys and girls with education and training of the kinds best adapted to their abilities and in the amount calculated to develop their maximum usefulness to themselves, to their community and to society.

In order to provide this education we must continually make plans. Now, that there is a standstill on account of the war in the ability of the nation to provide certain materials necessary for the improvement of the physical aspect of public education, the school leaders should be planning for postwar education, when these necessary materials or substitutes become available. In accordance with Superintendent Erwin's suggestions in the accompanying letter, each superintendent should take the lead and with the aid of his teaching staff and other public organizations draw up a tentative plan, to be modified if necessary at the time it is put into effect, for a local system of schools, both as to instruction offered and as to organization and physical facilities, that will meet the needs of the boys and girls of the particular administrative unit. After the plan is democratically made and properly approved, then it will be found that some parts of it can be put into effect at once. Other parts will take time—maybe years, but it will be a goal to which all community effort may be directed and the results will come sooner and to the advantage of more boys and girls. Act now!



## Academy of Science Offers Aid to High School Students

The 1943-44 high school program of the North Carolina Academy of Science was recently announced by the High School Committee of that organization through its chairman, Murray F. Buell, N. C. State College, Raleigh.

The program includes the following:

1. Assistance in the organization of science clubs.
2. Aid in providing lectures on science subjects, including the loan of slides and a projector.
3. Prizes offered for science projects and exhibits. This includes the academy award of a \$20 cash first prize for the best project, and the Biological Exhibits Award of the same amount for the most meritorious exhibit of preserved specimens of plants or animals shown at the Academy meetings in Raleigh about the first of May. Second and third prizes of smaller amounts are offered in each of these contests.
4. Two essay contests, one in forestry and the other in ornithology, are sponsored. The Forestry Essay Contest offers three cash prizes of \$20, \$10 and \$5, for first, second, and third places, respectively. The Ornithology Essay Contest provides for a first prize of \$20 and second and third prizes consisting of the book "Birds of North Carolina" recently issued through the State Museum.
5. One high school boy and one high school girl are honored by being elected an honorary member of the American Association for the Advancement of Science.

Information with reference to the rules and regulations governing any of these contests or other assistance concerning any other aspect of this entire program may be secured from the Chairman of the High School Committee, Murray F. Buell, N. C. State College, Raleigh.

## Inter-American Relations

Teachers of Spanish, English and the social studies who desire assistance in teaching inter-American relations should communicate with one of the following agencies for suggested materials:

Inter-American Demonstration Centers, care of Helen K Mackintosh, Office Representative, U. S. Office of Education, Washington, D. C.

Local Center, Education Service Bureau of the School of Education, University of Pennsylvania, 3812 Walnut St., Philadelphia, Pa.

Pan American Union, Washington, D. C.

Division of Cultural Relations, Department of State, Washington, D.C.

## Chatham County Schools Provide Lunches To Students At Low Cost

The ten white schools and two of the Negro schools of the Chatham County Administrative unit provide lunches to all the children enrolled in those schools at 5 cents each per lunch, it is learned from J. S. Waters, Superintendent of the Chatham County schools. This lunch program is sponsored by the Chatham County Board of Education under the Child Feeding Program now being provided for by the Food Distribution Administration through the State Department of Public Instruction.

In a recent interview with A. B. Combs, Assistant Director of the Division of Instructional Service of the State Department, Supt. Waters gave the following information concerning this program:

"Within the past four years approximately \$40,000 has been invested in lunchroom buildings and equipment. These lunchrooms,

Carnegie Endowment for International Peace, 405 W. 117th St., New York, N. Y.

## Three New Superintendents Elected

New superintendents have been elected in Caldwell, Durham and Mecklenburg counties since the September number of this BULLETIN was issued.

In Caldwell, Luther Robinson, formerly principal of the West Lenoir elementary school was elected as superintendent to succeed C. M. Abernathy, who resigned to go into private business.

In Durham, W. M. Jenkins, the High School Supervisor of Instruction, was elected to succeed L. H. Barbour, who also expects to enter private business.

In Mecklenburg, Miss Eloise Rankin, the county supervisor, was named acting superintendent until a successor could be found for John C. Lockhart, who recently resigned to accept the position as assistant controller of the University of North Carolina for the Woman's College, Greensboro, N. C.

## "Students Lose Interest In Teaching Profession"

Under an identical headline it was recently disclosed by "The Carolinian", student newspaper of Woman's College, that fewer students are preparing to teach. Figures quoted by the article were that this year only 19 out of 41 senior English majors indicated that they were making teaching their profession, whereas in 1941-42 the figures were 25 out of 39 and in 1940-41 44 out of 52. This represents a reduction of from 85% to 46% within two years.

According to Dr. Winfield Rogers, head of the English Department at Woman's College, this decreasing interest in the teaching profession at Woman's College is in line with that experienced throughout the nation.

which in many instances are in separate buildings, have been especially built for the purpose.

"This lunch program has been accepted in Chatham County by the school patrons as a necessary part of the school and principals, teachers and patrons have cooperated fully in it. Taxpayers, businessmen and people in general are enthusiastic in their praise and support of it.

"All lunches sell for 5 cents. Each school child is given all he wants to eat for 5 cents. If the first helping is not enough, a raised hand brings him additional food. Quite a few children take second helpings, as all children are encouraged to eat all they want. With each meal a half pint of milk is served without additional cost to the child. During the month of September the lunchrooms served 40,472 meals during the 19 days which they operated. Of this number, 1957 free meals were served to children unable to pay anything. We have asked the Food Distribution Administration, through the North Carolina State Department of Public Instruction, for a reimbursement of \$2,016.12 in operating expenses of the program for September.

"Our feeding program is not only used for nutritional purposes; we have found that it affords an excellent opportunity to teach educational values. It is interesting to watch the physical and social development of children in a well directed school lunchroom program."

## Scholastic Magazine Sponsors Institute of Student Opinion

Last year FORTUNE magazine conducted a nationwide poll of pupil opinion on problems of the day which attracted much attention. Now high school papers of America are invited to become members of a national Institute of Student Opinion and to take part in surveys to find out what ideas young people have on problems which concern their welfare.

The sponsor of the Institute of Student Opinion is SCHOLASTIC magazine, 220 East Forty-Second Street, New York, New York. Almost a thousand papers participated in the first survey.

One of the benefits which may come out of the war is that the American people will emerge from it with a deeper understanding of



their problems and a determination to do something about them. Young people in particular are becoming increasingly alert to the problems which concern the welfare of America and their own future. The Institute should meet a need of the high schools for an agency to focus the attention of pupils on significant affairs of the day, and to give them an opportunity to express their opinions on questions growing out of the trend of today's events.

Aside from helping acquaint pupils with problems which confront us at the present time, the Institute should be a means of teaching valuable skills to pupils. The techniques developed by such agencies as the American Institute of Public Opinion which have been tested and perfected over a period of years will be employed in measuring pupil opinion. It is expected that most of the questions asked in the surveys will come from pupils. The Institute furnishes the materials for making the surveys, totals the returns from the various schools, and publishes the results. A monthly survey of pupil opinion such as the Institute is planning to conduct on a national scale was suggested last year in this department as a project for school papers.—School Activities, October, 1943.

### Rulings on Basketball Shoes and Gymnasium Equipment Issued

A recent ruling of the Office of Price Administration has stated that colleges and schools may furnish basketball shoes to their pupils if the institutions retain title to the shoes. These shoes may be purchased from funds derived from student activity fees, athletic funds or other general funds. Individuals may purchase basketball shoes using ration stamp No. 18. If it develops later that the individual needs a pair of street shoes and there are no No. 18 ration stamps available in the family for this purchase, he can make application to the local rationing board.

This statement refers only to basketball shoes since restrictions have been lifted on football shoes, baseball shoes and track shoes.

The War Production Board, in cooperation with the United States Office of Education, has given authority for the manufacture of specific items of gymnasium equipment for use by schools in their physical fitness programs. This ruling is concerned only with the manufacture of items that require the use of iron and steel.

The following items of indoor and outdoor gymnasium equipment have been approved for manufacture and purchase by schools:

Swimming pool equipment such as ladders, platforms, diving board platforms and fulcrums; climbing poles; climbing ropes; parallel bars; horizontal bars; stall bars; flying and traveling rings; horizontal lad-

### Announcement—

### School Cooperation in Food Conservation Campaign

The schools are asked to join in the nation-wide campaign to save food. How they can help was presented in September 1 *Education for Victory* feature article "Food Conservation—A Cooperative Job for All Teachers and Pupils" which suggests methods of helping with this national problem through regular curricular and extra-curricular work.

The amount of food wasted is a challenge to our best educational efforts. Incredible as it may seem, approximately one-fourth of the food harvested in the United States is wasted by the farmer, the distributor and the cook. Facts reveal that an average of 15 per cent of the food that enters the home leaves by way of the garbage can. That is equivalent to throwing away 3 meals—one day's food every week! No one personally feels guilty because the waste is not in pound and bushel quantities but in dabs of butter, bits of meat, pieces of bread, a few lettuce leaves. The amount of accumulated waste is shocking.

Daily habits are hard to change. Only by frequent and meaningful reminders can our table manners and food prejudices be influenced, our methods of cooking improved. One poster, one essay, one survey on home waste will not be enough. Teachers are urged to use all possible means of promoting food conservation.

J. W. STUDEBAKER,  
*U. S. Commissioner of Education*

ders; basketball goals; and volleyball standards.

A school may order any one of these ten items directly from the manufacturer provided it sends a copy of the order to D. W. Lando, War Production Board, Jefferson Junior High School Building, Washington, D. C.

### Higher Education Costs Advance

The 1,607 institutions of higher learning of the nation reporting to the U. S. Office of Education show a total expenditure of \$570,165,522 in 1941-42 for educational and general purposes. This amount is 8.4 per cent greater than the total spent for similar purposes by the 1,613 institutions reporting in 1939-40. These figures were recently released by the U. S. Office of Education by circular 223.

"The institutions are not entirely identical for the two periods," the circular states. "However, approximately 95 per cent of the larger institutions, where most of the changes occur, are included in the summaries of both biennial periods," the circular adds.

"Expenditures for administration and general expense increased 5.1 per cent; for resident instruction, 5.5 per cent; for organized research, 25.8 per cent; for extension, 20.1 per cent; for libraries, 0.6 per cent; for operation and maintenance, 3.5 per cent; and for related activities (hospitals, clinics, dairy farms, etc.), 31.2 per cent. Expenditures for capital outlay decreased 39.7 per cent.

"The funds reported by the institutions as received from the Federal Government for war training and war contracts are accounted for mostly in the expenditures for organized research, extension, and activities related to instruction. Therefore, the greatest increases in expenditures are shown in these three fields."

### Selective Service Delinquents to be I-A

Beginning November 1, 1943, all men eighteen to thirty-eight years of age who are delinquent under the regulations of the Selective Service Act will be classified I-A and ordered to report for induction. Delinquent registrants thirty-eight to forty-five years of age also will be classified I-A, and ordered to report for induction provided the armed forces agree to accept them.

Most men become delinquent as a result of: (1) failure to return a completed Selective Service questionnaire within ten days; (2) giving false information in the questionnaire; (3) failure to register; (4) failure to keep the local board advised of an address where mail will always reach the registrant; (5) failure to report a change of status which would affect classification; (6) failure to report for physical examination; and (7) failure to report for induction or for work of national importance.

In classifying delinquent registrants eighteen to thirty-eight years old local Selective Service boards will disregard the individual's order number, occupation, or dependency status. The individual so classified may request a personal appearance before his board or appeal his case, but if the local or appeal board is convinced he became a delinquent knowingly, it will not review his claims.

On the last day of each month local boards will post a complete list of their current delinquents for public inspection, the press, and radio stations.

These new regulations also cover conscientious objectors who will be classified IV-E and ordered immediately to assigned work of national importance.



## Winston-Salem Pupils Discuss School Problems

Students of the Reynolds High School, Winston-Salem, are using the open forum method of voicing pupil opinion as to the ways of improving the school government, it is learned from an article appearing in "Student Activities" for October. The article, although descriptive of last year's activities, is worthy of emulation, and is, therefore, reprinted here as follows:

"Last year the House of Representatives at R. J. Reynolds High School, Winston-Salem, North Carolina, began a series of open forums in which all pupils participated. These were planned to enable pupils to voice their opinions on ways to improve the school government. Two members from the freshman, sophomore, junior, and senior classes were chosen to sit on the stage and open the discussion in which anyone in the audience could feel free to take part.

"Three of the subjects discussed in detail at these forums were: honor system, responsibility, and social activities. Some of the questions brought out in these discussions are presented to show how important they are in school government:

**"HONOR SYSTEM?** Why are violations such as cheating, lying, and forgery not corrected by this system? Why do they still occur? Do people, as a whole, have the honor to uphold such a system? What position should the council take in enforcing this system? How much should be left to "honor" only? Do pupils have the opportunity to become familiar with the principles of the system? Do the majority of pupils consider a violation of it a serious offense? Should it be so considered by school officials and the council?

**"RESPONSIBILITY.** Should we not have more interest in the activities and appearance of our school? Why is there more criticism than leadership in starting improvements in our school? Why do some few pupils seem to hold all the major offices? Should pupils be restricted in the number of extra-curricular activities in which they are allowed to participate? To what extent do pupils in school elections vote on the basis of ability rather than personal popularity? How many pupils realize their legislative power (by proposing a new law in the House of Representatives) and have really thought of improving something in the school through this method?

**"SOCIAL ACTIVITIES.** Why is it that individuals or small groups do not supply their own social entertainment? What social activities should the school provide in these times? Why does such a small percentage of pupils attend school dances? Can pupils be put on their honor to behave at school socials? Are out-of-school dances held downtown for pupils conducted in a desirable manner?

"From these discussions pupils are beginning to realize that it is their duty and privilege to mold their government with their own

opinions; and pupil leaders, who are gaining skill in forum discussions, hope to make these affairs a means of giving all pupils a voice in school government."

### War Has Seriously Affected Supply of Textbooks, Says Peeler

The supply of school books is now being seriously affected by the war, it is learned from Egbert N. Peeler, Director of the Division of Textbooks of the State Board of Education, in a recent interview. "The publishers of textbooks are having difficulty in getting both paper and cloth for book covers," he stated.

"Furthermore," he continued, "even when these two items are obtained, a manufacturer must be found who can print and bind the books. It takes from three to five months now to get books from the publishers after they have been adopted for use in the public schools.

"This situation focuses our attention upon the problem of protecting and caring for those books which we now have in our schools. Minor items of carelessness in the use of the books which may have been tolerated a few months ago, must not be overlooked now. We must make our books last as long as possible, not only for personal and selfish reasons, but to help the war effort by freeing printing and binding machinery for other important work and by saving materials which are needed by the fighting forces.

"Principals and teachers are requested to call the following suggestions to the attention of their pupils and request their cooperation in the care of all textbooks.

Do not drop books on the floor.

Do not carry pencils and other thick objects in a book.

Do not toss books around carelessly.

Do not scribble, write, draw, etc., in the books.

Do not leave books outside at night, as dampness is very injurious.

Do not use book while the hands are dirty.

Do not bend the covers back as this will break the backbone of the book."

### Distribution of Printed Forms for Schools Centralized

The distribution of all printed forms authorized by the State administrative offices as necessary in the operation of the public schools is now under the direction of one

person, that person being L. H. Jobe, Director of the Division of Publications. This decision to have one central purchasing and distributing officer for the various divisions administering the public schools was recently made in order to increase the efficiency of State administration. Heretofore, when a superintendent desired certain supplies he would write to several divisions for forms of each kind; or if he did not know from which division a particular form could be obtained, he would write to one and request that the order be relayed to the place where the supply could be obtained. Now, under the new plan, the order by the superintendent for printed forms may be placed with Mr. Jobe, who is responsible for the distribution of all printed supplies, except those having to do with a special phase of the school program.

As distributing officer, Mr. Jobe will also have charge of printing the various forms furnished by the State and used in the county and city school administrative units. In order to save transportation costs, however, principals and teachers are requested to make their requests to the local superintendent who will consolidate orders and place them with Mr. Jobe.

### Lincolnton Students Picked 39,104 Pounds of Cotton

Students of the Lincolnton city schools picked a total of 39,104 pounds of cotton for the farmers of Lincoln County between September 27 and October 8, it is learned from a copy of a letter from J. G. Morrison, county agent of that county and Morris S. Yoder, farm labor assistant, to S. Ray Lowder, superintendent of Lincolnton city schools, expressing their "appreciation for your wholehearted cooperation in the recent cotton picking program."

"We were greatly pleased with the way in which your entire school system responded to this urgent call for help by our farmers," the letter reads. "It is this kind of voluntary cooperation that will bring us a quicker victory and a more lasting peace."

According to the daily record kept on the cotton picked by Lincolnton students, it was ascertained that from 25 to 274 pupils took part in the program each day, picking from 715 to 6,200 lbs. of cotton daily.

In acknowledging the copy of the letter, which was sent to him, State Superintendent Erwin said, "I am glad to note the splendid cooperation which has existed between the schools and your organization in the agricultural work of Lincoln County. This is the sort of cooperation which will help to win the war on the home front."



## Audit Report Shows Expenditure of \$30,480,385.22 From State Funds For Support of Public Schools 1942-43

The Audit Report of the State Board of Education covering the use of State funds in the operation of the public elementary and secondary schools recently completed shows a total expenditure of \$30,480,385.22 from the \$30,744,691.20 funds available, leaving an unexpended balance of \$264,305.98.

The breakdown on this total expenditure shows further that the sum of \$30,442,359.17 was allotted to the 170 administrative units for operating the eight months school term in accordance with the law, whereas the remaining \$38,026.05 were expended by the State office as follows for the program as a whole.

Surety bond premium covering superintendents.....\$	850.00
Workmen's Compensation tax .....	750.00
Bus equipment .....	22,044.69
Twelve Year Program Study .....	14,381.36

The figures do not include the State administrative costs of the State Board of Education, the State Department of Public Instruction and the State Textbook Commission. The funds for the administration of these several departments were expended from separate appropriations and therefore were not included as a part of this particular audit. Neither does this

audit include expenditures from local funds for the operation of the public schools.

The distribution of the \$30,442,359.17 expended in the units is shown by objects in the accompanying table. As this table shows the largest portion, 84.3 per cent, of these funds was expended for instructional salaries. The next largest part was spent for transportation. Only 2.58 per cent of the total was used to pay the local administration costs of this program of education. As the table further shows these percentages by objects compare favorably with the percentages for the preceding year.

### EXPENDITURE OF STATE FUNDS BY 170 ADMINISTRATIVE UNITS, 1942-43

Object	Total Expended	Per Cent 1942-43	Per Cent 1941-42
General Control .....	\$ 787,259.18	2.59	2.58
Instructional Service .....	25,785,474.97	84.70	84.11
Salaries .....	25,663,944.27	84.30	83.83
Supplies .....	121,530.70	.40	.28
Operation of Plant .....	1,582,306.48	5.20	5.21
Fixed Charges .....	12,215.47	.04	.04
Auxiliary Agencies .....	2,275,103.07	7.47	8.06
Transportation .....	2,203,196.44	7.24	7.87
Libraries .....	71,906.63	.23	.19
<b>TOTAL .....</b>	<b>\$30,442,359.17</b>	<b>100.00</b>	<b>100.00</b>

## Audit Report Shows 24,770 Teachers and Principals Paid From State Funds, 1942-43

There were 24,770 teachers and principals paid from the State Eight Months School Fund during 1942-43 in accordance with the law and the rules of the State Board of Education, it is disclosed by the recent Audit Report of the Board. This number is just 68 more than the number paid out of this fund in 1941-42.

In addition to this number paid from State funds, 1,509 were employed and paid entirely from local funds or a combination of State, Federal and local funds.

The 24,770 persons paid by State funds included 23,444 teachers and 1,326 principals. Of the teachers paid by the State 17,647 were employed in the elementary schools, 11,891 white and 5,756 Negro; whereas 5,797 of the number were high school teachers, 4,588 white and 1,209 Negro. Of the principals paid from the State funds, the Report shows that 411 were elementary principals, 324 white and 87 Negro; whereas 915 were high school, 721 white and 194 Negro.

A total of \$25,663,944.27 was paid out to these 24,770 school employees, the Report further showed, an average of \$1,036.09 for the year. For 1941-42 the average amount paid each teacher and principal from State funds was \$944.85.

## Education of Persons on Probation Appears Lower

The education of the 3,875 probationers for September, 1943, appears to be slightly lower than the 3,722 persons on probation a year ago, according to figures released by J. H. Sample, Director of the N. C. Probation Commission.

In September, 1943, there were 3,676 probationers who had not completed high school, or 94.9 per cent of the total number. For September a year ago the 3,494 probationers who had not completed high school represented 93.9 per cent of the total for that number. Conversely, the report shows, there were in September, 1943, only 199 probationers including 13 unknown as to their educational status who had completed high school graduation or better, whereas for September, 1942, 228, including 22 unknown as to their educational qualification, had graduated from high school.

The table below shows comparative educational status of probationers for September for the two years:

Education	1941-42	1942-43
None .....	150	180
First Grade .....	102	111
Second Grade .....	161	153
Third Grade .....	217	273
Fourth Grade .....	379	372
Fifth Grade .....	426	440
Sixth-Ninth Grade.....	1,745	1,793
Part High School .....	314	354
High School Grad. ....	122	114
Part College .....	66	57
College Graduate .....	9	7
Bus. School Grad. ....	9	8
Unknown .....	22	13
<b>TOTAL .....</b>	<b>3,722</b>	<b>3,875</b>

## Prizes Offered Schools For Collecting Scrap

A \$200 bond as a first prize and second and third prizes of \$100 and \$50 bonds are being offered by the State Salvage Committee to the public schools of the State collecting the most scrap per pupil during the "National Victory Scrap Drive".

The North Carolina drive has been extended to December 1, it is learned from the headquarters of the State Salvage Committee, in order that those schools declaring a recess in October for cotton picking and other crop gathering activities might have a full month in which to participate in this salvage drive. Schools have been requested to keep a record of their sales of the various types of salvage and report the same in pounds collected and money realized to the superintendent at the close of the campaign.

The scrap collecting drive this year, it is stated, includes metals of all kinds, old iron, copper, brass, zinc, tin cans, tooth paste tubes; fats and grease; scrap paper, especially brown paper and card board; and old rags and manila rope. Rubber is not desired at this time, it is stated.



# STATE SCHOOL FACTS

# Vocational Education

## What It Is

Vocational education, as the term is used in this State, means that education which is supported under the law in part by Federal funds. The North Carolina program includes instruction in agriculture, home economics, trades and industries, and distributive education. In addition to these phases of the educational program, vocational rehabilitation service which includes both physical restoration and training is provided for the physically handicapped citizens of the State; and an occupational information and guidance program is now functioning under the direction of vocational education officials as provided by law.

## When It Began

The program began in 1918-19, subsequent to the passage by Congress of the Smith-Hughes Act in February, 1917. This act provided funds for cooperating with the States in carrying on instructional and teacher training programs in agriculture, home economics, and trades and industries. The vocational rehabilitation service was provided for under the Smith-Sears act of Congress of 1920. The distributive education program was added in 1938-39, and the program of occupational information and guidance was started in 1939-40.

## Aim and Philosophy

The chief aim of the program of *Physical and Annapolis* is to "learn to do by doing." Although certain phases of each

high school to give instruction to those boys and girls who elect courses in these fields. These same teachers teach classes of farmers, homemakers, and tradesmen in the evening. In the trade and industrial field the teachers are largely recruited from industry, selected in cooperation with the management of the industry concerned. In order to carry on the work outlined continuously all of these teachers are employed for ten to twelve months rather than nine as teachers of other subjects are employed.

## Instructional Material

The State Board of Education has adopted a number of textbooks for use wherever vocational courses are offered. In the field of agriculture the following titles are listed: Farm Soils, Farmers Shop Book, Soil Erosion Control, Southern Vegetable Crops, Swine Production in the South, Livestock Management, Poultry Science and Practice, Horticulture Enterprises, Farm Shop Practice, The Production of Field Crops, Dairy Cattle, Growing Trees and Small Fruits, Farm Management and Marketing and Food Processing.

For courses in homemaking a number of books may be obtained from the Textbook Division of the State Board of Education as follows: The Girl and Her Home, Everyday Foods, Fabrics and Dress, Care and Guidance of Children, Concoctions and Refreshments, Foods and Cakes, and Food Processing, Nutrition, and Food Processing.

2. Boys and girls, who were not particularly interested in academic subjects, have been kept in school until they graduated. This has tended to increase the holding power of the public high schools.

3. In the county administrative units, where most of this instruction is offered, the public school tends more and more to become real community centers, in that teachers of these subjects are available for 10 and 12 months during the year, and are thus more able to become leaders in community undertakings, such as exhibits, fairs, and other meetings.

4. As a result of the activities of vocational departments, which are carried on through a close school-home or school-farm relationship, the practices of farming and the living conditions in the homes have been improved greatly.

5. The earning power of students taking vocational work has been increased. Persons enrolled in vocational agriculture realize financial as well as educational returns in their home-practice work.

6. Students taking trade and industrial subjects are employed by industrial organizations before those not having had training in such subjects.

7. The evening classes provide a means whereby persons already employed or engaged in agricultural work may get further class instruction while on the job and thus increase their opportunities for advancement.

## Vocational Education and the War

efficient delivery of the real program is to  
"learn to do by doing".  
Although certain phases of each  
course are devoted to the study of the  
theory and principles of the various  
branches of the subject, the emphasis is  
on the practical application of the  
principles to the solution of problems  
encountered in the various branches of  
the subject. The program is designed  
to give the student a broad background  
in the various branches of the subject  
and to develop his ability to apply the  
principles of the subject to the solution  
of problems encountered in the various  
branches of the subject. The program  
is designed to give the student a broad  
background in the various branches of  
the subject and to develop his ability to  
apply the principles of the subject to the  
solution of problems encountered in the  
various branches of the subject.

niques of salesmanship so as to increase sales volume, attention is being given to meeting situations arising out of price controls, rationing, and shortages in order to keep the customer pleased when the retailer is unable to meet his requests.

The rehabilitation service has been expanded to assist the increased numbers of persons who have been physically disabled as a result of industrial accidents.

The occupational information and guidance service during the period has been concerned with giving assistance to youth in adjusting their educational careers to the war.

## Expenditures

The table shows the expenditures for the promotion of the vocational education program in North Carolina from 1925-26 to 1942-43. As this table shows funds expended for these purposes have increased during this period from \$481,923.83 to \$2,004,858.54.

Of this total amount expended for the program in 1942-43 the Federal government provided \$791,402.16, the State \$654,415.90, and the local units \$559,040.48. The proportion of funds provided by both State and Federal government was slightly larger in 1942-43 than was the case in 1935-36. As the table shows, however, at one time, from 1937 to 1939, the Federal government contributed more than 50 per cent of the funds expended in support of this program.

## Course Requirements

ing Federal funds was more than doubled by the 1941 General Assembly, largely as a result of the extension to it by Governor



Guidance was started in 1933-40  
The aim and philosophy of the  
elementary courses, the new program

phy underlying the program is to  
"Learn to do by doing".

Although certain phases of each  
part of the program must be carried  
on in the classroom, all students of  
vocational education must also de-  
vote a certain part of their time to  
practical work of a productive char-  
acter, either on the farms, in the  
shop, or in the home. They make  
use of their classroom instruction  
by application to field, shop or  
home projects.

#### For Whom Intended

In accordance with the law, the  
program is "designed to meet the  
needs of persons over fourteen  
years of age who have entered up-  
on or who are preparing to enter  
upon work of the farm, or of the  
farm home or of the trade and in-  
dustrial pursuit". In North Carolina  
instruction is offered through the  
high schools in agriculture, home  
economics, and trades and indus-  
tries. Evening class work is carried  
on in connection with the high  
schools for adults through definite-  
ly organized classes.

#### Teachers

Specially trained teachers of agri-  
culture, homemaking, and trades  
and industries are employed in the

Family and its relationship, food,  
clothes and personality, foods and  
nutrition, and food processing.

For trade and industrial courses,  
books have been adopted for auto-  
mobile mechanics, bricklaying, car-  
pentry, drawing, electricity, forging  
and welding, general shop, mathe-  
matics, metal work, printing and  
bookbinding, radio and woodwork-  
ing.

In addition to these textbooks,  
the various agricultural bulletins  
printed by the N. C. College of Ag-  
riculture and Engineering are re-  
bound each year and made avail-  
able to teachers of agriculture, and  
the bulletins of the Federal depart-  
ments are also used in both agri-  
culture and homemaking depart-  
ments.

#### Results of Work

The adding of vocational subjects  
to the curriculum of the public  
schools has had far reaching re-  
sults. Some of these are the follow-  
ing:

1. In many communities it has  
greatly increased the popularity of  
the public school program, making  
the patrons feel that the school is  
teaching something having a prac-  
tical value.

ing Federal funds was more than  
doubled by the 1941 General As-  
sembly, largely as a result of the  
support given to it by Governor  
Broughton. This fund was further  
increased in 1943 in order to meet  
the demands for persons with spe-  
cial and definite training for work  
related to or actually a part of the  
war effort.

The program of vocational agri-  
culture is stressing not only the  
preparation of boys and adults to  
become more efficient producers  
but also those shop activities such  
as the repair and care of farm ma-  
chinery which will enable them to  
make a direct contribution to the  
war effort. In addition to this in-  
school program the Federal govern-  
ment has made provisions for a pro-  
gram for out-of-school youth which  
offers basic instruction in auto  
mechanics, metal work, woodwork-  
ing, and elementary electricity.

In the home economics field  
courses have been provided in the  
improvement of food habits, nutri-  
tion, conservation of foods and the  
better utilization of all materials of  
food and clothing in connection  
with the national emergency.

The entire facilities of these  
schools offering trade and industrial  
courses have been directed toward  
training workers for the essential  
war industries. In this field, too,  
the Federal Government has allot-  
ted additional funds for the train-  
ing of war production workers. This  
training consists of four kinds: sup-  
plementary, pre-employment, train-  
ing for supervisory personnel, and  
training for the military branches  
of our government.

The distributive education pro-  
gram has also been affected by the  
war. Instead of emphasizing tech-

grams. The following general rec-  
ommendations with reference to  
this program have been made:

1. Vocational home economics and  
agriculture must be offered during  
the last four years, in the high  
school grades, of the public schools.
2. Courses in distributive educa-  
tion, or business, and in trade and  
industrial education must be offered  
during the last two years in school  
as preparation for employment up-  
on graduation from high school.
3. Adequate equipment and space  
must be provided for each area of  
vocational education.

**Content.** The content of the vo-  
cational educational courses is  
planned on the assumption that stu-  
dents have had many experiences  
during years prior to enrolling in  
such classes which have prepared  
them for instruction in the area  
selected.

Home living, or educative exper-  
ience in relation to family life, has  
been included in the program of  
each grade. Most frequently through  
social studies, science, art, and  
health, pupils have had instruction  
in kinds and care of houses, foods,  
nutrition, gardening, home furnish-  
ings, clothing, and family relation-  
ships. Interest in rural living and  
agriculture have been fostered  
through the study of gardens and  
food production, animal and plant  
life, country life, and how people  
earn a living in rural areas. Shop  
activities, the study of community  
workers, and how people earn their  
living contribute to awakening in-  
terest in trade and industrial edu-  
cation and distributive education.

All these experiences are so planned  
as to be meaningful as students  
progress through the grades

#### TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION

Including Vocational Rehabilitation

Year	AMOUNT			Per Cent	
	Local	State	Federal	Local	State
1925-26	\$149,482.36	\$153,923.35	\$178,518.12	31.0	31.9
1926-27	249,774.19	148,206.92	197,720.54	41.9	24.9
1927-28	252,863.57	170,458.96	190,602.84	41.2	27.8
1928-29	321,628.72	187,105.67	191,570.67	45.9	26.7
1929-30	337,324.19	165,520.03	212,171.93	47.2	23.1
1930-31	168,563.97	138,948.08	235,168.29	31.1	25.6
1931-32	169,787.53	122,887.47	271,440.87	30.1	21.8
1932-33	168,136.07	103,136.68	258,290.97	31.8	19.5
1933-34	156,392.63	84,989.07	231,676.12	33.1	18.0
1934-35	217,681.45	89,657.58	294,627.09	36.2	14.9
1935-36	303,482.47	136,784.08	325,504.18	39.7	17.9
1936-37	330,458.77	153,243.31	349,652.28	39.6	18.4
1937-38	361,062.68	245,421.18	636,359.21	39.7	17.9
1938-39	412,915.92	261,242.01	1,247,843.07	29.1	19.7
1939-40	436,498.06	310,306.88	1,367,477.77	30.2	19.1
1940-41	448,016.95	346,401.42	1,463,561.99	29.8	21.2
1941-42	515,656.09	570,576.11	1,864,161.58	27.7	30.6
1942-43	559,040.48	654,415.90	2,004,858.54	27.9	32.6

\*Includes War Bonus \$64,339.07; undistributed expenditures of \$3,144.13; and contributed funds since 1937-38.



## Former State Superintendent Joyner Named on Vocational Education Agricultural "Honor Roll"

J. Y. Joyner, North Carolina's State Superintendent of Public Instruction from 1902 to 1919, has been nominated by State vocational workers in agricultural education as one of the five persons to be included in an "Honor Roll" of pioneers of vocational agricultural education to be published in book form. This "Honor Roll" is now being compiled by Dr. Rufus W. Stimson, for many years State Supervisor of Agricultural Education in Massachusetts.

The other four persons nominated for this "Honor Roll" from North Carolina are Dr. Clarence Poe, Editor of the *Progressive Farmer*; T. E. Browne, State Director of the Division of Vocational Education of the State Board of Education; Leon E. Cook, Professor of Vocational Education, N. C. State College; and Roy H. Thomas, State Supervisor of Vocational Agriculture, Division of Vocational Education.

A brief statement giving prominence to the life of Dr. Joyner as the State's foremost pioneer in agricultural education has been prepared by Supt. Clyde A. Erwin to appear in this "Honor Roll". This statement follows:

"Joyner, James Yarkin, Born 1862. Of North Carolina farmer parentage. Experience on large farm during youth. State University Ph. B., 1881. Served 34 years as public school teacher, county superintendent, city superintendent, and head of English department at State Normal and Industrial College for Women, now Woman's College of the University of North Carolina, Greensboro. Appointed State Superintendent of Public Instruction in 1902 and elected to this office by the people four consecutive terms, 1904, 1908, 1912, and 1916. Studied and practiced law four years. Was chairman county board of education. Resigned State Superintendent's office in 1919 to enter private business and to look after farm. Agriculture and education have been his chief interests. Has been active in promotion of farm organizations and development of cooperatives. Was president of Tobacco Growers Association in 1922. Contributor to State and National educational magazines. President of National Education Association in 1909. President of Southern Education Association. President of Southern Association of State Superintendents. President of the North Carolina Teachers Assembly. Served as trustee of several North Carolina colleges. For years advocated and campaigned for agricultural instruction in the rural schools of the State, enlisting the assistance of farm and other organizations interested in improved rural schools, made a special trip with other Southern Superintendents to several states of the Middle West to study their systems of agricultural education, all of which resulted in the passage of the Farm Life School Law of 1911. Promoted comprehensive program of vocational education; requested the



North Carolina Legislature to match Federal funds made available in 1917; was member first State Board for Vocational Education. Led campaign for better rural schools financed by State aid and local taxation. Advocated consolidation of rural schools, longer school terms, better salaries for teachers, and school libraries. Constitutional amendment extending required term from four to six months voted during his administration. Appeared before General Assembly of 1943 to advocate present law providing State-supported nine months school term. Respected. Honored. Loved. A courageous leader whose vision and industry did so much in the early years of this century to lay the foundations for a great educational advance."

### 37 Licensed Business Schools Operate in North Carolina

There are 37 business schools and colleges operating in North Carolina in accordance with the law enacted in 1935 and amended in 1937, which requires that all such schools shall secure a permit from the State Board of Commercial Education in order to operate. Such schools must meet requirements necessary for the operation of such schools and pay the annual fee.

Under the recent school amendment to the Constitution of the

State, the State Board of Education succeeded to the powers and duties of the State Board of Commercial Education, and that Board now regulates the operation of private business schools in addition to the general supervision of public schools.

The 37 business schools now licensed to operate in this State follows:

Ashmore Business College, Thomasville, N. C.  
Blanton Business College, Asheville, N. C.  
Bryce Commercial College, High Point, N. C.  
Burlington Business College, Burlington, N. C.  
Carolina Business School, Inc., Charlotte, N. C.  
Carolina School of Commerce, Rocky Mount, N. C.  
Cecil's Business College, Asheville, N. C.  
Croft Secretarial & Acct. School, Durham, N. C.  
Crumpler Secretarial School, Goldsboro, N. C.  
Draughton Business College, Winston-Salem, N. C.  
Evans College of Commerce, Gastonia and Hickory, N. C.  
Geyer Business College, Charlotte, N. C.  
Guilford Business College, High Point, N. C.  
Hardbarger's Secretarial and Business School, Raleigh, N. C.  
Henderson Business College, Henderson, N. C.  
Hoyle's Secretarial School, Raleigh, N. C.  
Ideal Secretarial School, Winston-Salem, N. C.  
Jones Business College, High Point, N. C.  
Kennedy's Commercial School, Durham, N. C.  
Kings Business College, Greensboro, N. C.  
Kings Business College, Raleigh, N. C.  
Kings Business College, Charlotte, N. C.  
Morgan Business College, Albemarle, N. C.  
McClung's Business College, Greensboro, N. C.  
Miss Dora Ellis Business School, Charlotte, N. C.  
Mrs. Fuller's School of Stenography, Oxford, N. C.  
Mrs. S. M. Boettcher, Elizabeth City, N. C.  
Mrs. Motte's Secretarial School, Wilmington, N. C.  
National School of Commerce, Charlotte, N. C.  
Newton Business School, Newton, N. C.  
Raleigh School of Commerce, Raleigh, N. C.  
Salisbury Business College, Salisbury, N. C.  
Sanford Business College, Sanford, N. C.  
Spencerian School, Charlotte, N. C.  
Twin City College of Commerce, Winston-Salem, N. C.  
Weller Stenographic Studio, Asheville, N. C.  
Worth Business College, Fayetteville, N. C.



## WPB To Replace "PD" and "UP" as Official Identification of Forms

Standardization of War Production Board data requests into one series only, "WPB" was started on May 22, 1943. This means that all "PD" and "UP" forms and letters will be canceled as such, and will be reissued in the "WPB" series, as will also some of the "CMP" forms and letters. As forms and letters numbers are changed to the "WPB" series, they will indicate the former series number, thus: "Form WPB-541, formerly PD-1A." It is expected that both the old and new number will be carried on the form for 4 months; to allow time to become familiar with the new numbers. Forms with the old number are not obsolete, and may be used up until the expiration date.

A complete conversion table is to be found in "Priorities" for July. A few of the changed numbers of most interest to schools are indicated below:

Present Number	W.P.B. Number	Title
PD-1A	541	Application for preference rating.
PD-1X	547	Distributors' application for preference ratings.
PD-200	617	Application for authority to begin construction.
PD-200B	1548	Application for project amendment.
PD-200C	2570	Application for authority to begin construction; for project not exceeding \$10,000 in cost.
PD-408	837	Application for priority assistance (federal, state, and local) under Government Requirements Plan.
PD-411	1236	Application for authorization to place an order for new elevators or for changes or repairs to existing elevators.
PD-427	882	Application for authorization to purchase new domestic mechanical refrigerators.
PD-556	1319	Application for specific authorization.
PD-600	2945	Customer's application for deliveries of chemicals.
PD-620	1414	Application for authorization to receive delivery of scientific equipment or materials.
PD-638A	1529	Commercial cooking and food or plate warming equipment and commercial dishwashers; application for authority to accept delivery.
PD-688	1688	Office machinery: Application to purchase or rent new and restricted used office machinery.
PD-722	1843	Application for authority to purchase new floor finishing, floor maintenance or industrial vacuum cleaning machinery.
PD-830	2449	Commercial and industrial refrigeration and air conditioning machinery and equipment; application for authorization to purchase.

The group was broken down into six groups. It is interesting to note how their background affected their choices.

	Low-income	Good pay at 50-50 security risk	All-or-nothing Opulence	Don't Know
Negroes	68.2%	13.1%	17.8%	.9%
Poor	60.3%	24.0%	14.4%	1.3%
Prosperous upper middle	33.7%	36.1%	29.1%	1.1%
From laboring parents	58.6%	23.8%	16.3%	1.3%
From executive and professional parents	32.8%	34.7%	31.1%	1.4%
Uninformed	60.0%	22.9%	16.5%	.6%
Well informed	28.6%	38.5%	30.5%	2.4%

More than fifty per cent of the students queried expected to continue with their education after they finished high school. The proportion of students expecting to go to college (49.5 per cent of the 57.8 per cent who expect to continue their education—equivalent to 28.6 per cent of the total youth group) is startling and way out of line with figures for college attendance, comments FORTUNE. (Only about one tenth of the youth of college age was enrolled in colleges, universities, and vocational schools during the pre-war decade.) Even though college attendance may continue to rise after the war, there is probably a wide margin of wishfulness between the number of students who plan for college education and the number who will actually achieve it. Noteworthy variation in the breakdowns, by the way, are the Negroes who expect to go on with school: 12.7 per cent of them have decided to go to teachers' college and 19.1 to nursing school. This reflects the wish of educated Negroes to fit themselves to lead and improve the conditions of their own people.

The educational hopes of youth suggest that they aspire to ways of making a living that require post-high school training. Here are their answers to the query, "What occupation are you planning to enter?":

	All students	Boys	Girls
The professions, in this order: engineering, nursing, teaching, arts, medicine, law	35.8%	36.1%	35.5%
Business — mainly clerical and secretarial	21.1%	8.0%	34.4%
Factory work, skilled trades, mechanics	8.6%	14.4%	3.1%
Government work—mostly armed forces	4.5%	8.5%	.3%
Farming	3.2%	6.2%	.2%
Other	11.4%	12.2%	10.4%
Don't know	15.4%	14.6%	16.1%

Of those who selected an occupation other than factory work or a skilled trade this question was

## Fortune's Youth Survey Is Revealing

THE FORTUNE survey conducted a few months ago among high school students brought to light many interesting reactions. To get the freest expression the survey's interviewers were careful to ask their questions out of school or parental earshot—in ice-cream parlors, around the juke-boxes, on the street, and at games and fairs where children congregate.

Those interviewed were asked, if they had a choice, which of three different kinds of jobs they would pick. Here are their replies:

	All students	Boys	Girls
A job which pays quite a low income but which you were sure of keeping	47.0%	41.3%	52.9%
A job which pays a good income but which you have a 50-50 chance of losing	29.5%	30.2%	28.8%
A job which pays an extremely high income if you make the grade but in which you lose almost everything if you don't make it.	22.4%	27.8%	16.8%
Don't know	1.1%	.7%	1.5%



asked: "If you could be reasonably sure of earning as much money by being a skilled worker as at other things, would you then consider learning a skill or working in a factory or at a trade?" More than half of them said they would, but about 40 per cent declared they would not. — *School Management*, May, 1943.

### Book Week Nov. 14-20

BUILD THE FUTURE WITH BOOKS is a very real challenge to all who work with tomorrow's citizens. To put the right books in their hands now is the surest way to help our children climb over our false political, racial, economic, and religious barriers into a free world where all peoples enjoy life more fully.

This year Book Week will celebrate its twenty-fifth anniversary during November 14-20. This splendid nationwide promotion is a practical expression of the best efforts of the book world. Schools should feel responsibility in this wartime Book Week to give future citizens good books, and more and more good books, to prepare them for the great opportunities and tremendous responsibilities of their world of tomorrow.

Today, as never before, it is necessary to give children an opportunity to get acquainted with books — timely books, topical books, as well as the timeless classics. Let's celebrate the 25th anniversary of Book Week by bringing more and better books to children and more children to books.

### Please Note

"Is there a former teacher from your school system who has been cited for distinguished service in the armed forces or the auxiliary services? In some school systems ceremonies have been held to honor the teachers who are at the front or are preparing for that duty. Among these teachers will be some who are decorated for valor or in some other way singled out for commendation. They not only honor themselves, but the profession. Will you help us tell the world about it? Newspapers and magazines will carry this information to a wide reading public."

This was taken from a recent letter from Belmont Farley, Director of Public Relations for the National Education Association, Washington, D. C. Send him a three hundred word story regarding any teacher whom you may know who should be included in such a report. If it is not possible for you to supply all the information, perhaps you can direct him to someone who can.

Let's honor those who honor us.

## TAR HEEL EDUCATORS

### Archibald DeBow Murphey

*By Beth Crabtree of the State Department of Archives and History*

A few miles from Milton, Caswell County, in the valley of the Dan River, Archibald DeBow Murphey was born in 1777 (exact date unknown). He was the son of Colonel Archibald Murphey, a Revolutionary soldier and the founder of the first classical academy in Caswell County, and his wife Jane DeBow Murphey. Like many other prominent Carolinians, Archibald obtained his early instruction under Dr. David Caldwell of Guilford County. He entered the University of North Carolina in 1796 and upon graduation, three years later, was appointed "tutor of all work", followed by an appointment as professor of languages. Soon after, however, he resigned to study law and was admitted to the bar in 1802.

As the State senator from Orange County (1812-1818), Murphey was a member of the Committee on Education. His plan for an educational system for the State is embodied in two reports, one presented in 1816 and the other the following year. Briefly, his plan was based on a gradation of schools, closely related, from primary school to academy and from academy to University. The primary and secondary schools were to be under the supervision of a Board of Public Instruction. This board was to consist of six members selected by the General Assembly from all sections of the State, with the governor as ex-officio chairman. Its duties were to be the management of the public school funds, appointment of teachers and determination of salaries, appointment of trustees for schools and academies, superintendence of the plan of instruction and formulation of general rules of government for the school system. In the State-wide organization there were to be one or more primary schools in each township, with two or more townships in each county. The State was also to be divided into ten academy districts, each district containing one or more counties. At the apex was to be the University—a greatly expanded university, with a larger faculty, a library, scientific equipment, and additional buildings. The methods of instruction were to be based on the Lancastrian Plan and Pestalozzi's theory of arousing child interest, both of which were being successfully employed in Europe at that time.

Murphey's social philosophy is clearly illustrated in his reports. He persistently believed in State support and instruction of the poor from the primary school through the University. His ideal was government based on public virtue with an educational system that taught obedience to law, providing a bulwark of enlightened people. Further evidence of humanitarianism is displayed in the provision for an asylum for the deaf and dumb, one which used the newly discovered techniques of teaching the sciences and languages. The failure of Murphey's plan to pass the legislature was due in general to the fact that he was ahead of his time and in particular to his insistence on free education for the poor.

Other projects of equal importance aroused Murphey's interest. In 1815 he had presented to the legislature a plan of internal improvements comparable to that of DeWitt Clinton in New York. He also advocated a reform of the penal system, abolition of unjust practices, improvement in conditions of prisons, and establishment of a State penitentiary. As a further development in his goal of awakening the people to a sense of pride in their native State, he began the compilation of materials for a history of North Carolina. This history, beginning with a European background, was outlined on a broad basis, approaching the subject from every angle. A memorial to the legislature, asking funds for publication of the history only gained Murphey permission to raise \$15,000 by means of a lottery. This permission, in turn, was revoked, and the only help the General Assembly rendered was an appropriation for the acquisition of an index to records relative to North Carolina in the State Paper Office in London.

After suffering several years with chronic rheumatism, Murphey died on February 3, 1832, and was buried in the Presbyterian cemetery in Hillsboro. He had lived a full life as an eminent lawyer, judge, and teacher, and as a citizen particularly sensitive to the needs of his State. His great handicap lay in being in advance of his generation. Seven years after his death the Literary Board, seeking a plan for the establishment of a public school system in North Carolina, turned back to Murphey's report of 1817 for a model and the report formed the basis of the first North Carolina public school law, passed in 1839.



# EDUCATION IN OTHER COUNTRIES

## Education in Wartime in the Soviet Union

*Interference Kept at Minimum.* In spite of the greatest difficulties, interference with education due to the Nazi invasion of Russia was kept at a surprisingly low minimum, according to a report by V. P. Potemkin, People's Commissar of Education of the Russian Soviet Federated Socialist Republic. In the fall of 1941 schools opened everywhere, except in the battle zones, on time. Of the 78,869 schools provided for by plan, 77,042 schools completed the term, with 7,544,600 pupils attending the first four classes out of a total of 8,221,000 planned, the Commissar reports.

The majority of the children in the districts temporarily seized by the Nazis were evacuated deep into the rear in good time, despite tremendous difficulties. A good many school buildings had been taken over for wartime purposes, and classes had to be held in two or three shifts, not only in the daytime, but also in the evening hours.

As territory is freed, schools are among the first objects to receive attention from the Soviet authorities. In the Moscow region, for example, 909 out of 926 wrecked schools were fully restored by May, 1942. And of the 1,220 schools whose work had been interrupted, 889 resumed operations as the Red Army advanced.

*No Teacher Shortage.* There has been no shortage of teachers in Russia, largely because the teachers in the invaded parts were evacuated in time to be transferred to new locations. New crops of teachers' college graduates also helped keep up the supply.

*War Affects Curriculum.* The war has introduced much that is new in the schools of Russia. Beginning with the 5th grade, children start to learn something about first aid, personal hygiene, safeguarding against chemical warfare, how to extinguish incendiaries. Of necessity, there has been a new stress on practical subjects such as Agriculture. Over and above the regular curriculum, additional time was allotted this year to agricultural training in the seventh and tenth years: study of the tractor, combine, and horse and power-drawn implements, as well as general information on farming. *The measure was carried out by the overwhelming majority of schools without affecting general education.* With the closing of the term, the Republic will thus acquire considerable numbers of workers for agriculture, to take the place of men who have gone to the front.

The rudiments of military training are given in the senior year of secondary schools, and throughout there is a new stress on the inculcation of a spirit of patriotism and

sense of duty to country. The military training of the pupils and their participation in agricultural work in no way hinders their successful instruction in other subjects. On the contrary, there is a general feeling that it serves to increase the spirit of team work and discipline.

*School-Community Cooperation.* An example of how teachers can stimulate total community action on war problems is furnished by the teachers of Chudyatinsk secondary schools and the Kirov Collective Farm in the Ryazan region. They have taken all the children of the front line fighters under their supervision and are seeing to it that they enjoy the best possible conditions for living, studying and developing. The teachers have drawn all the collective farmers—the whole village—into the work of looking after these children. Their initiative has led to the formation of committees for aid to the children of frontline fighters.

In Novosibirsk such a committee began work in School No. 22. Soon parents, factories, the Soviet, and all the population were cooperating. Schoolbooks and other supplies were furnished the fighters' children who were fed in special dining halls. The school helps their families to look after the vegetable gardens and the firewood while the father is away. Some schools also furnish clothing, footwear, and necessary personal services.

The Central Committee of the Union of Teachers of Elementary and Secondary Schools has decided to acquaint all the schools with the initiative of the teachers of Chudyatinsk. Letters are written by teachers to the fighting fathers, assuring them that their children are being taken care of. "Check the enemy," said one such letter, "clear the land. And as to your families, be assured that we will help your mothers, wives and sisters with all they need. We will bring up your children as the Motherland expects." Many individual letters with details concerning the soldier's family are also written, with the thought that the less worried he is about his dearest possessions, the better he will fight.

## Soviet Library Carries On

The services of Leningrad libraries, during the siege by the Germans, are reported in a cable recently received by the American Library Association and published in the A. L. A. BULLETIN.

During the entire siege, the library of the Academy of Sciences, one of the largest libraries of the Soviet Union, did not cease serving its readers for a single day. It also organized small traveling libraries for hospitals. As the strain of the siege was lessened, the library recommenced its work of acquiring

new books and assisting in the re-establishment of the libraries destroyed by Hitler's troops.

## Danish Nazi Paper Complains About Anti-Nazi Teachers

The teachers and clergy of occupied Denmark are spreading an "unlimited amount of 'secret', pro-British propaganda inciting against the Axis powers despite official orders against such activities. The Danish Nazi newspaper *Faedrelandet* complained in a recent article which cited as an example, the school mistress of Bjerringbo, Fredrikke Lindegaard, whom it accused of "devoting considerable time to informing pupils about British radio broadcasts". The dispatch said she had taught children how to find British stations on their radios, and had instructed them to ask their fathers to tune in for them in the event they were unsuccessful.

## Public Kindergartens in Australia

During 1941, the Melbourne City Council opened the first kindergarten to be built and equipped by public funds and completed plans for two more to be undertaken immediately. A total programme of 17 is proposed by the Council. In several of the States there have been privately supported kindergarten unions organized for the past thirty years, but this is the first time in Australia that public responsibility for the education of very young children has been accepted. This initiative follows closely upon the launching of the Australian Commonwealth scheme of building demonstration and research centres for child development in the capital cities of each of the six States—Victoria, New South Wales, South Australia, West Australia, Queensland, and Tasmania—during the past two years. These centres are now receiving children from 2 to 6 years of age in nursery schools and kindergartens and serving both children and parents in the health clinics and family welfare services.

## Students in Chinese Universities

The number of students in the Chinese universities has continued to increase since the war, especially in the faculties of science. In 1937, the total number of university students was about 30,000 of which 15,263 were in the faculties of science and 15,297 in the faculties of letters. The latest returns give more than 43,000 registered students, 22,955 following science courses and 19,992 letters. (European Student Relief Fund, News Letter No. 8, April 16, 1941.)



# LAWS, RULINGS, AND OPINIONS

## Teachers; Election; Transfer from one Position to Another in District or City Administrative Unit

*Reply to Inquiry:* Receipt is acknowledged of your letter of July 30 in which you raise the question as to whether a teacher may be shifted from one position to another in a city administrative unit or in a particular district within a county administrative unit.

Section 7 of the School Machinery Act of 1939, as amended, relative to the election of teachers in a county administrative unit, provides that the principals of the districts shall nominate and the district committee shall elect the teachers for all the schools of the district, subject to the approval of the county superintendent of schools and the county board of education.

Section 6 of the School Machinery Act provides that the board of trustees or other governing body of a city administrative unit shall elect the teachers on the recommendation of the city superintendent.

Section 12 of the School Machinery Act provides that any teacher desiring election as a teacher in a particular administrative unit, who is not employed by said unit during the current year, shall file his or her application in writing with the county or city superintendent of schools. All teachers are required to enter into a written contract upon forms to be furnished by the state superintendent of public instruction before becoming eligible to receive any payment from State funds, and it is the duty of the county board of education in a county administrative unit and the governing body of a city administrative unit to cause written contracts on the forms to be furnished by the State to be executed by all teachers elected under the provisions of the School Machinery Act before any salary vouchers shall be paid.

In Section 7 of the School Machinery Act, the following provision is found:

"The distribution of the teachers between the several schools of the district shall be subject to the approval of the county board of education."

The contract approved by the State for use in county administrative units provides that the teacher has been selected by the particular school district in the administrative unit and agrees to teach in the public schools of the district for the ensuing school term. The contract approved for use in city administrative units provides that the teacher has been elected in said administrative unit and agrees to teach in the public schools of the unit for the ensuing school term.

It is my opinion that a teacher elected by the committee in a district in a county administrative unit and approved by the county superintendent of public instruction and the county board of education is elected to teach in the schools of that particular district and that the distribution of the teachers between the several schools of the district is a matter to be taken care of by the local committee and the county superintendent of public instruction, subject to the approval of the county board of education.

As to teachers in a city administrative unit, it is my opinion that the matter of the distribution of teachers between the various schools in the city administrative unit is one for consideration and action by the board of trustees or other governing body of the city administrative unit and the city superintendent of schools.

A teacher makes application to teach, is elected, and enters into a written contract to teach in a particular district in a county administrative unit or in the schools of a city administrative unit and such teacher, in my opinion, may be assigned to any school in the particular district or city administrative unit.—Attorney General, August 2, 1943.

## Charging Tuition for Non-resident Children Attending School in a Special Tax District

*Reply to Inquiry:* I have your letter of September 21, in which you advise that the Chairman of the Board of Trustees of the ..... Graded Schools has asked you to advise him if the city schools have the right to make a nominal charge for pupils attending the school who reside out of the special tax district.

Section 5 of the School Machinery Act of 1939 provides, in part, as follows:

"It shall be within the discretion of the State Board of Education, wherever it shall appear to be more economical for the efficient operation of the schools, to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school without the payment of tuition: Provided, that sufficient space is available in the buildings of such unit or district to which the said children are transferred: Provided further, the provision as to the nonpayment of tuition shall not apply to children who have not been transferred as set out in this section."

You will note, under this law, that when pupils are transferred from one administrative unit or district to another, they shall do so

without the payment of tuition. The further provision is that "the provision as to nonpayment of tuition shall not apply to children who have not been transferred as set out in this section."

The distinction, therefore, would have to be made as to those children who are transferred by order of the State Board of Education under the authority of this section, and those children who, for reasons of their own or their parents, are admitted to attend schools of the district or unit in which they do not reside. If the child is sent to the school of another district or unit by order of the State Board of Education, this section precludes the making of any charge for tuition of such child.

If the child attends the school of another unit or district by arrangement between the parents of the child and the schools of the other unit or district, I believe that such unit or district accepting the child might make a charge which would reasonably defray the extra per capita cost of the schools in such district, provision for the payment of which is made by the levy of a special tax therein. Such school would, of course, not be permitted to charge tuition for such part of the school cost as is provided by the State.

Consolidated Statutes, Section 5662, provides for credits against tuition charged for children attending the school of a district other than that of residence, in case the parent, etc., of the child owns property within the special tax district. This section is brought forward in the General Statutes of 1943 as Section 115-214. There may be some question as to whether or not this law is still in effect and its re-enactment in the new code is only for the purposes declared in Section 115-185, but I believe, in any case, the Board of Trustees would be justified in taking into consideration, in fixing any charges which might be made, the ownership of property in the city administrative unit by the parent or person *in loco parentis* whose child attends the ..... City Schools. The law on this subject is obscure and not as clear as might be desired, but I believe that, after conferring with Dr. Clyde A. Erwin on the subject, the procedure herein suggested would find legal support.—Attorney General, September 22, 1943.

## Sick Leave; Right to Declare Position Vacant Where Teacher Unable to Perform Duties

*Reply to Inquiry:* Receipt is acknowledged of your letter of October 2 enclosing letter from Honorable ....., Superintendent of the ..... City Schools,



in which it is stated that two of the teachers in the Negro high school in ..... are expecting shortly to have babies. It is further stated that these teachers seem to think they should be allowed to hire substitutes for a few weeks, pay them a substitute's salary, and draw the difference themselves, until they can return to work in from four to six weeks. Mr. .... desires to know whether these teachers should be allowed to pursue the course they desire or whether the local school authorities would have a right to replace them for the remainder of the school year.

Section 22 of the School Machinery Act of 1939, as amended, provides that the State Board of Education is authorized and empowered in its discretion to make provision for sick leave with pay for any teacher or principal, not exceeding five days, and to promulgate rules and regulations providing for necessary substitutes on account of said sick leave. The section further provides that the pay for a substitute shall not be less than \$3.00 per day.

I assume that the teachers in the city administrative unit of ..... signed the standard form contract, which provides, in part:

"That said teacher or principal, having been elected in said administrative unit, agrees to teach in the public schools of said administrative unit for the ensuing school term, to discharge faithfully all the duties imposed on teachers by the public laws of North Carolina and by the rules and regulations of the governing authority of said administrative unit."

The matter of sick leave, beyond that provided for in Section 22 of the School Machinery Act, is one for the local school authorities.

If a teacher who has signed the type of contract above referred to becomes unable to teach and to discharge the duties imposed on teachers by the public laws of this State and the rules and regulations of the governing authority of the administrative unit in which such teacher is employed, it is my thought that if the disability is of a permanent nature or is of a nature which would in reality prevent the teacher from performing her duties in a satisfactory manner, the governing body of the city administrative unit would have the right to declare the position vacant and employ another teacher. Of course, if the governing body of the administrative unit has adopted a policy relative to sick leave which goes beyond that allowed by Section 22 of the School Machinery Act, a teacher would have the right to retain her position and employ a substitute during the period allowed by such rule or regulation, and the governing body would not be authorized during such period to undertake to declare the position vacant and employ another teacher.

In addition to what I have said above, I wish to call your attention

to Section 12 of the School Machinery Act, which provides, in part:

"In the employment of teachers, no rule shall be made or enforced which discriminates with respect to sex, marriage, or non-marriage of the applicant."

Of course, any rule or regulation adopted by the governing body of the administrative unit relative to sick leave, applicable to all teachers, could not be construed so as to amount to discrimination against married teachers.

It is my hope that what I have said above will be of assistance to Mr. .... in solving his problem. However, as I am not acquainted with the rules and regulations adopted by the ..... City Administrative Unit, I am unable to definitely answer his question.—Attorney General, October 6, 1943.

## Election of Teachers; Distribution Between Schools

*In Reply to Inquiry:* Receipt is acknowledged of your letter enclosing letter from Honorable ....., Superintendent of ..... County, in which he raises the question as to the distribution of teachers between the several schools of the district and whether the election of teachers is subject to the allotment of teachers made by the State Board of Education.

Section 7 of the School Machinery Act of 1939, as amended, provides that the principals of the district shall nominate and the district committee shall elect the teachers for all the schools of the district, subject to the approval of the County Superintendent of Schools and the County Board of Education. It is further provided in this section that the distribution of the teachers between the several schools of the district shall be subject to the approval of the County Board of Education.

A teacher is required to enter into a written contract upon a form to be furnished by the State Superintendent of Public Instruction and this contract continues from year to year until such teacher is notified, as provided in Section 12 of the School Machinery Act of 1939, as amended. Section 12 provides that it shall be the duty of the County Superintendent or administrative head of a city administrative unit to notify all teachers and or principals now or hereafter employed, by registered letter, of his or her rejection, prior to the close of the school term, subject to the allotment of teachers made by the State Board of Education.

It therefore appears to me that all teachers' contracts are subject to the allotment of teachers made by the State Board of Education and that the distribution of teachers elected in a particular school district in a county is a matter for the local school authorities, subject to the approval of the County Board of Education. — Attorney General, August 23, 1943.

## MINUTES—STATE BOARD OF EDUCATION

### October Meeting:

### Comptroller Yelton Requested to Resign Army Commission

In a resolution passed by the State Board of Education at its regular October meeting, Nathan H. Yelton, Comptroller of the Board, was requested to resign his commission with the Army in order to remain with the Board "and put into operation and carry through the plans of organization and operation which have been partly formulated".

The complete resolution reads as follows:

"WHEREAS, at the last general election the voters of North Carolina adopted a constitutional amendment setting up a State Board of Education and placing under said Board all financial operations concerning the public schools of the State, providing that the financial operations under the State Board of Education should be under the control of a comptroller; and

WHEREAS, the Legislature of 1943 provided appropriations exceeding thirty-seven million dollars per year for the operation of the nine months public schools which have just begun at the beginning of the present school term; and

WHEREAS, the business of setting up the operations of the State Board of Education under the comptroller has only begun and is only in the formative stages; therefore, a great deal of care and consideration is necessary in order to effect a plan of operation that will guarantee to the State and to the school children of the State a proper and adequate administration of the public school funds, together with the pre-induction training course that the schools have inaugurated at the request of the War Department; and

WHEREAS, the transportation system of the public school system is in jeopardy because of the shortage of busses and all of the operating parts and tires; and

WHEREAS, since the present comptroller is in close touch with and familiar with all operations, it would cause confusion and loss of time to change from one comptroller to another at this time:

NOW, THEREFORE, be it resolved by the State Board of Education that Mr. Nathan H. Yelton, Comptroller, be requested to resign his commission with the Army and that the Adjutant General be requested to accept same in order that he may carry on with the Board and put into operation and carry through the plans of organization and operation which have been partly formulated."



## From the Past

"Vocational education is the most important need of the schools of North Carolina with the 12th grade coming second, it is indicated by replies being received by a special committee on education appointed the past summer by Gov. Hoey."

"On Tuesday, October 25, the representatives of private business schools and colleges in North Carolina met in Greensboro at the call of the State Board of Commercial Education for the purpose of discussing matters pertaining to the further progress of business education."

"The State Convention of the North Carolina Congress of Colored Parents and Teachers will hold its annual meeting in Raleigh at the Washington High School, Saturday, November 26th."

"Teachers in shop courses have been urged to protect their students in the use of power tools in a recent letter by T. E. Browne, Director of Vocational Education for the State Department of Public Instruction."

"The exhibit of the North Carolina State Board of Health at the annual meeting of the American Dental Society recently held at St. Louis, Missouri, won the first prize."

"The following headlines indicate what educational news was carried in State papers about public education during recent weeks:

Winston-Salem JOURNAL — Restored Salaries, Retirement Compensation and 12th Grade Objectives of Teacher Group

Statesville DAILY — Teachers Seek Increase in Pay

Charlotte NEWS — Expect 2,000 Teachers here for Meeting

Wilmington STAR NEWS — New Report Card Is Streamlined

Concord TRIBUNE — Program Outlined For Meet of Teachers on October 20

Hickory RECORD — Richard Little Explains Ellerbe School Training Set-up on Radio Program

Raleigh NEWS AND OBSERVER — Board in Wilson Will Sue for Tax

Wilmington STAR — Thousands In State Unable to Buy Books."  
—Public School Bulletin, Nov. 1938.

### 20 Years Ago

Total Value of Public School Property.....	\$48,874,830.00
Total Public School Expenditures .....	29,856,988.81
Total Per Child Per Year .....	38.49
Total No. of Teachers Employed .....	20,536
Total Public School Enrollment .....	775,495.
Total Public High School Enrollment (white) .....	50,044
Public High School Graduates (white)....	5,795
Total Number Consolidated Rural Schools With Five or More Rooms .....	302



### AMERICAN EDUCATION WEEK Nov. 7-13 1943

Total Children Transported .....	31,544
Total Length of Rural School in Days,	
white .....	133.4
colored .....	122.0
—Biennial Report Superintendent of Public Instruction 1922-23 and 1923-24.	

## Dr. Jacocks Announces School-Health Program

Dr. W. P. Jacocks, Coordinator of the Division of School-Health Coordinating Service, a cooperative division of the State Department of Public Instruction and the State Board of Health set up with the aid of funds obtained from the Rockefeller Foundation, recently announced the program of that service for the current school year. This program is as follows:

Rocky Mount—from September 15 to October 22.

Nash County—from October 25 to December 21.

Edgecombe County—from December 29 to February 25.

Pitt County—from February 28 to April 28.

Counties and cities in which school-health service is rendered, it is stated by Dr. Jacocks, are selected upon invitations from local school and health authorities. In each area, he further stated, the School-Health Coordinating staff members visit all the schools to confer with teachers both in groups and individually with reference to health service, health instruction, including health habits and nutrition, healthful school living, and physical education.

The field staff is made up of nine persons: two doctors, three public health nurses, three health and physical education advisers and one nutritionist. Three of the group are Negroes who work exclusively in the Negro schools.

## From the Press

**Caswell County.** The county board of education in session here Monday (Oct. 4) granted permission for any county school to have school on Saturday, not to exceed two Saturdays in any one school month and not more than six Saturdays during the school year. The board recommended that any Saturday school days be between now and Christmas.

**Tyrrell County.** At the conclusion of the meeting the board members visited the Columbia High School Lunch Room where they were served lunch.

**Raleigh.** A check for \$2,063.31 has been received by Jesse O. Sander-son, superintendent of the board of education from the regional office of the Federal Works Agency at Richmond, Virginia.

The check represents the second payment of a Federal contribution of \$18,490 to aid in the maintenance and operation of nursery school facilities for the children of working mothers.

**Wayne County.** Mrs. Mary Peacock Douglas of Raleigh, State School Library Adviser, met with Wayne County Board of Education Monday morning (Oct. 4) and presented the State-wide library program and the part Wayne County has in this program.

**Greensboro.** The fifth child care center for a pre-school age group, operated as an extended school program made possible through the Lanham funds, will be opened Monday (Oct. 13) in the defense building at Central School, according to an announcement from Miss Ruth Steelman, administrative supervisor of the extended school program.

**Forsyth County.** T. H. Cash, Forsyth County Superintendent of Schools, said last night (Oct. 4) that in response to an appeal from the army sent to all city and county superintendents and principals of schools, he had promised to cooperate in every way possible in the training of 2,000,000 pre-induction vehicle drivers.

**New Bern.** New Bern has been designated as an institute center in connection with the holding of a series of pre-induction and wartime driver education institutes for administrators and teachers.

**Craven County.** Mrs. Helen S. Hoggard, field supervisor of the war public services of the Federal Works administration regional office in Richmond, accompanied by W. F. Credle, chairman of the child care committee of the State Department of Education, spent Friday and Saturday in New Bern in visiting the county's new nursery school at Cherry Point and in discussing the child care program with local city and school officials and others.



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

December, 1943

Number 4



LIBRARIAN  
UNIVERSITY OF N. C.  
CHARLES ELLI, N. C.

War Stamp Albums, including a stamp or two, make acceptable  
Christmas gifts for school children

ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter	2
Calendar for December	2
Cover Picture	2
Editorial Comment	3
Rural War Production Training Program Covers Wide Range of Subjects	4
Rural War Production Training Courses, 1943 (box)	4
Eye Defects is Leading Cause for Rejection of Boys for Armed Services	4
Vocational Agriculture Program Adjusted to War Effort	4
University Office of Pre-College Guidance Issues Periodical—Information Sheet	4
Edpress News Letter Reports On What Makes Educational News	4
Child Care Centers Established in 17 Units	5
Educational Radio Listing Service Inau- gurated	5
Increase Shown In Vocational Training for War Production Workers	5
FFA Report Shows Variety of Accomplish- ments	6
State Board Raises Salary Schedule on Low Type Certificates	6
New Features Mark 3rd Edition of "Our Armed Forces"	6
New Type Catalog—Directory Classifies Vis- ual Training Aids for Teachers	6
War Savings Teaching Aids Prepared	6
Post War Books and Pamphlets Listed by Educator	7
Not Voting (box)	7
Adult Education Bulletins Available From Department	7
Instructional Service Division Issues Bulletin on Teachers' Meetings	7
State School Facts	8-9
Booklet on American Education Issued	10
American Legion Oratorical Contest An- nounced	10
Bowles Succeeds Messer As Haywood Su- perintendent	10
Educational Planning Commission Named	10
Committee Appointed to Study School At- tendance	10
"Old Ironsides" Print Available to Schools	11
Good Sportsmanship Pays	11
Song Book Issued by War Finance Division	11
Supplementary School Taxes Among Cities in N. C. for 1942-43 and 1943-44 (table)	11
N. C. College Conference Elects New Officers	12
A Code of Ethics	12
Music At War Is Theme In New Poster Contest	13
Canton School Board and Superintendent Adopt Policy of Release of Teachers	13
Tar Heel Educators	13
H. S. Students May Take Examinations for College Entrance	14
Essay Contest Announced	14
Minutes—State Board of Education	14
Laws, Rulings, and Opinions	15
Mint Director Asks for Circulation of Small Coins	15
From the Past	16
The Great Teacher (box)	16
New High School Teaching Material Pub- lished	16
From the Press	16

### STATE OF NORTH CAROLINA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

November 19, 1943

Mr. Victor R. Johnson, Chairman  
Legion Oratorical Contest  
Pittsboro, N. C.

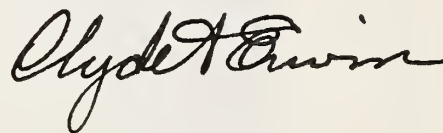
Dear Mr. Johnson:

*I wish to take this opportunity to commend the American Legion in conducting the annual oratorical contest among the high schools of the State. I believe that this contest should have the support of all school people—superintendents, principals and teachers—and that each within his or her sphere of influence should urge our boys and girls, especially those now taking courses in American history, to participate in it, even if they do not expect to win one of the cash awards.*

*The subject of the contest this year, I note, is "The Constitution in a Changing World". Since this document is fundamental to the American way of life, I feel that this subject is so important that every student entitled to participate in the contest should be strongly urged to do so. Aside from the incentive of the awards offered, the value of the oratorical experience and of the knowledge gained through participation should be stressed by the teacher. Then, too, this contest may very well be included as a part of the regular work of the class in Social Studies, or English for that matter, in order that the student may receive proper credit as a part of his required course of study.*

*In view of the fact that your contest fits in so well with the classroom activities of the high schools and in order that my ideas expressed above may be conveyed to as many of the schools as possible, I am having this letter printed in the December number of our PUBLIC SCHOOL BULLETIN. I am sure that you will have no objection to this.*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for December

- 8—Birthday of Eli Whitney
- 9—Australian Confederation  
formed 1885
- 12—National Capital Day
- 16—Boston Tea Party
- 17—Wright Brothers Flight at  
Kitty Hawk 1903
- 21—Pilgrims Landed 1620
- 25—Christmas Day
- 31—Watch Night

### Cover Picture

This picture, made from a photo by Louise Rosskam, was sent to us by Nancy Larrick, Education Section of the War Finance Division of the Treasury Department. It shows two boys inserting a War Stamp Album with the Christmas package they are wrapping. North Carolina boys and girls are requested to follow the example portrayed in the picture by giving War Savings Stamps to their schoolmates this Christmas.



## North Carolina Public School Bulletin

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## Editorial Comment

### Vocational Agricultural Education

Our "State School Facts" section this month is devoted to vocational agricultural education. In addition to the information presented under that title, there are three other articles in this issue which concern this phase of public education. We refer to the lead article "Rural War Production Training Program Covers Wide Range of Subjects," the article entitled "Vocational Agriculture Program Adjusted to War Effort", and the article entitled "FFA Report Shows Variety of Accomplishments".

After reading all of these articles and after examining the statistical information accompanying each, we are sure that you will be "struck", or amazed shall we say, at the growth of the program of vocational agricultural education. It has been twenty-five years since this program began in North Carolina. It has gradually grown; it has expanded; more money has been put into this type of instruction by both the State and Federal governments; and more farm boys and adults are reaping the benefits of the program.

What we are coming to is this: The immediate results are shown here. The long time results will come in the future. We are now realizing in better farming methods and in increased crop yields some returns on past performance while the program was in its infancy and while it was comparatively small. But now since the program has been expanded to the extent which the figures presented represent, it may be foreseen that by the time another twenty-five years go by the improvement in farming practices of North Carolina will have become

widespread throughout the State. Not only should farm practices be considerably improved; with the results of the complementary program of home economics education, which will be discussed in the January number of this publication, food production and conservation and the diet for the average North Carolinian should have become materially better. Good food in the proper amounts and variety should as a consequence produce better health among not only farm families, but among citizens in general.

### Visual Defects

Elsewhere in this BULLETIN it is stated that eye defects account for 4.8% of the 23.3% white youths rejected by the Selective Service System for the armed services. In most instances these youths have just emerged from the secondary schools. The schools, therefore, should have some responsibility for improving this situation.

Of course, the first responsibility is with the parents in the home. But where this responsibility is not assumed, it is the duty of the school in cooperation with other agencies including the parents to carefully examine the vision of every child at the very beginning of school and at other regular periods throughout school life in order to detect any eye troubles.

This is only a beginning, however. Testing is not enough. Steps should be taken to remedy the eye defects wherever found. There are various agencies, such as the Lions Club, the State Commission for the Blind, and the Rehabilitation Service of the State Department of Public Instruction in case the child is over 16 years old, which give assistance to those needing medical attention or glasses.

Teachers and principals can do much, however, by preventing eye diseases and defects:

(1) They can see that there is sufficient lighting in the school room when children are reading by adjusting the shades properly or by the use of artificial lights.

(2) They can be on the watch-out for eye strain among the children.

(3) They can caution them about reading fine print and for too long periods at one time.

(4) They can caution them about the use of their eyes after ill health, especially after measles and influenza.

(5) They can point out the harmful effects of some chemicals, vapor and dust on the eyes.

(6) They can check or have checked by a sight meter the amount of light available in the classroom.

These are some things that a teacher can do in order to prevent eye strain or diseases among school children.

Perhaps, the greatest thing that could be done is that of making us all a little more "eye conscious". The State Board of Health through its Division of Oral Hygiene and in

cooperation with the dentists of the State (and maybe the toothpaste and powder manufacturers, too) are doing a great job of making the State "teeth conscious". As a result something is being done about our teeth. But how much is being done about the eyes of children. Something, to be sure; but not enough for that part of our physical make-up which is almost fundamental to education itself.

Reading by use of the eyes is the means of education for approximately all peoples. It is basic to the study of all other school subjects. Unless a child reads well (physically) that child is handicapped. He is unable to progress with his associates, and he may be wrongfully labeled mentally deficient, when such is not the case.

School people, therefore, should not only find out those who now have visual defects; they should help to remedy those defects and be forever on the watch in preventing visual defects in other children. In addition to this, they should arouse the interest of the children and the community in this question by arranging for eye clinics and by other ways in order to make the community and State more "eye conscious".

### A Challenge

Now that North Carolina through enactment of law has provided for a nine months school term, a twelve year program of studies for the children throughout the State, and in some measure an increase in what is paid teachers, principals and superintendents for services rendered in the operation of the public school system, it appears to us that these provisions offer a challenge to all public school educators to put forth all that is within them in order that the instructional phase of the school program will be improved commensurate with the limitations extended by the General Assembly by legal and financial processes.

No longer can we as educators say when schools are accused of having too many nonpromotions that this situation is due to short term schools or to an eleven-year program of instruction.

Our teachers and administrators are considered as well-trained as those in the majority of other states, even though the remuneration for services rendered may not be as much as in the most of them. Our children are considered as bright, too, as children in other states. Don't many of our boys and girls make good in other states where they go upon graduation from school to compete with others?

Either we must produce, then, or provide a reason. The effect of the instructional program must be more evident than it has been in the past. It must be reflected in the product of the high schools—better trained boys and girls.



# Rural War Production Training Program Covers Wide Range of Subjects

There were 3,742 courses given during 1942-43 under the Rural War Production Training Program to 55,461 persons ranging in age from 17 to 65 years old. This program is a part of the National Defense Program administered by the U. S. Office of Education through the States for the training of rural youth and adults in the war effort. Basic instruction for youths is offered in auto mechanics, metal work, woodworking and elementary electricity. For both youth and adults, as a part of the Nation's effort to produce and conserve food, courses are provided for persons interested. All of these several programs are under the direction of the vocational agricultural education supervisors and teachers.

The accompanying table gives the number of courses of each kind provided during 1942-43 with the total number of persons enrolled for each type of course offered. The first four named were the basic courses provided for out-of-school youth. Courses in these subjects included a period of 120 hours. The course in Repair of Farm Machinery, which was open to adults, covered 36 hours of instruction. All other subjects listed lasted 20 hours—two weeks courses, 2 hours at a time.

An analysis of the 1614 courses in the Repair of Farm Machinery show the following results:

(1) Farm machines and motors (harvesters, mowers, hay rakes, tractors, trucks, etc.):

Number built .....	78
Number repaired .....	5,405
Number painted .....	727
Labor value of work..\$	79,481

(2) Farm implements (wagons, bailers, plows, cultivators, harrows, etc.):

Number built .....	13,179
Number repaired .....	31,445
Number painted .....	18,549
Labor value of work..\$	143,350

(3) Construction and remodeling jobs (livestock feeders, brooder houses, wagon beds, etc.):

Number built .....	4,672
Number repaired .....	5,690
Number painted .....	1,787
Labor value of work..\$	80,214

(4) Totals:

Number built .....	17,929
Number repaired .....	42,540
Number painted .....	31,063
Labor value of work..\$	303,045

(5) Additional:

No. hand tools repaired .....	23,250
No. farm tools and implements sharpened .....	108,463

## Eye Defects is Leading Cause for Rejection of Boys for Armed Forces

One out of every four boys called for induction in the armed forces is rejected on account of some physical impairment, it is disclosed by statistics from the Selective Service System. The leading defect for which these youths are rejected is that of diseases of the eye. For white youths, 18-19 years old, eye diseases account for 4.8% of the total 23.3% rejected. Among Negroes of the same age eye defects

Rural War Production Training Courses, 1943		
Number of Courses	Name of Course	Enrollment
113	Auto Mechanics.....	1,231
47	Metal Work .....	593
57	Woodworking .....	607
22	Elementary Electricity .....	267
1,614	Repair of Farm Machinery .....	24,698
78	Milk Production....	1,030
292	Poultry Production .....	3,531
364	Egg Production.....	6,081
240	Pork Production....	3,378
7	Beef Production....	64
1	Mutton, Lamb and Wool Production..	12
7	Soybean Production .....	104
4	Peanut Production .....	39
103	Vegetable Production .....	1,776
781	Production and Conservation of Food .....	11,050
12	Training Farm Workers .....	95
3,742		55,461

account for 1.8% of the 45% rejected.

As a result of a survey of North Carolina high school juniors and seniors in 1941-42, it was found that 16% of the boys were found to have defective vision.

## Vocational Agriculture Program Adjusted to War Effort

The Vocational Agriculture Service of the Division of Vocational Education, Department of Public Instruction, with its supervisory force of nine persons and a teaching personnel numbering 446 teachers of vocational agriculture, has adjusted its classroom and community programs to the war effort. Strategically located in 446 local communities in 88 counties, these teachers of agriculture are rendering a valuable service in helping to win the war on the educational and agricultural fronts.

Teachers of agriculture played a prominent part in the 1942 Food for Freedom and the Victory Garden programs and the scrap drive. Teachers of agriculture are also taking part in the 1944 production program by attending district, county and community meetings on production goals, serving on the county Farm Mobilization Day Committees, explaining the program to high school and adult evening class students, and preparing news articles.

The farm youth of the State are so organized and strategically located that they are of tremendous influence in putting over the educational and agricultural objectives necessary to winning the war. There is the Future Farmers of America, a State-wide organization with over 20,000 students of vocational agriculture as members; there are over 30,000 students of home economics; and the Victory Corps, organized in high schools throughout the State with 100,000 members. This gives an army of 150,000 rural youth ready for action on the educational and agricultural fronts.

The vocational agriculture teaching force is well organized for participation in war effort programs. The teachers of the State are divided into 37 groups meeting monthly. Therefore, the message of any program can be carried to each of the 446 teachers in a period of two weeks. Also, each teacher has an advisory committee of seven persons functioning in his community. Over 3,500 persons can be reached, on short notice, through meetings of the advisory committees.

## University Office of Pre-College Guidance Issues Periodical—Information Sheet

In order to aid school administrators "in presenting information which seems to be of significance to secondary school students", the Office of Pre-College Guidance, in conjunction with the Office of Admissions, University of North Carolina, Chapel Hill, is now issuing periodically one-page mimeograph bulletins to principals and headmasters of both public and private high schools of the State. Principals not now receiving this sheet regularly should write to W. H. Plemmons, Admissions Officer, Editor. The bulletins include significant information which should be of interest and value to every high school principal.

## Edpress News Letter Reports On What Makes Educational News

Each month EDPRESS NEWS LETTER analyzes hundreds and sometimes thousands of newspaper clippings from all parts of the country.



A random sampling of 565 clippings received during September 1-October 1, shows these facts:

58 per cent of the newspaper clippings are devoted to higher education.

28 per cent of the clippings are news reports from the secondary school level.

14 per cent have to do with features, reports or events in elementary schools, adult education, Government activities, informal educational activities, foreign news, etc.

The following analysis as to subject matter of these clippings was made:

Apparently the best way to assure newspaper coverage of some educational item is to have a college president, or state or local superintendent make a speech before some fairly important body. Clippings of this kind accounted for 29 per cent of the total.

Second best way to assure coverage of "educational" news is for school teachers or college professors to ask for a raise and have that request rejected by school authorities. Clippings on subjects of this kind accounted for 21 per cent of the total.

Good coverage was given the current and threatening teacher shortages, efforts of school officials to alleviate them, recruitment of substitutes, and the adjustments made to maintain school and college services despite war conditions. Clippings on these subjects accounted for 18 per cent of the total.

Pupils going to work, rise in work permits issued to pupils, utilization of school and college youth in the labor market, training of youth for industry, and arguments for and against pupil labor accounted for 15 per cent of the clippings.

Reports of "crimes" and misdemeanors by youth, statements by leaders suggesting ways to remedy the problem, responsibilities of school, home, church, etc., are reported fully, usually with large heads. Clippings on these subjects accounted for 11 per cent of the total.

## Child Care Centers Established in 17 Units

Approximately 50 child care centers with an enrollment of around 1,000 children between the ages of 2 and 14 years are operating in 17 North Carolina school administrative units. Child care centers are places where children of mothers employed in a defense industry may be cared for and trained.

Under the original plan for the establishment of child care centers, the Federal government provided 50 per cent of the operating costs, whereas the local sponsor provided the housing and equipment and the other 50 per cent. In a recent memorandum, however, this requirement that the local sponsors must raise 50 per cent of the operating

cost was rescinded. In order that the services rendered may be of a high standard, fees are still charged and private contributions are accepted. The only absolute requirement is that the fees and contributions shall cover all food costs.

The projects now in operation have entailed an expenditure of \$500,000 since the inception of the program two years ago. Although all of the services contemplated in the applications for the operation for this type of school have not been provided, the program is gradually being extended to include other families and communities, and the enrollment is steadily increasing as the interest and appreciation of eligible people are manifested.

The seventeen units now operating centers are as follows: 13 Cities—Asheville, Burlington, Fayetteville, Lexington, Thomasville, Greensboro, High Point, Kinston, Charlotte, Wilmington, Elizabeth City, Greenville and Raleigh; 4 counties—Buncombe, Craven, Cumberland, and Scotland. Newton-Conover and Henderson County (Tuxedo) now have applications on file with the Federal Works Agency, and applications are being considered for Chapel Hill and Goldsboro.

## Educational Radio Listing Service Inaugurated

Inauguration of a monthly Educational Radio Program Listing Service to aid teachers throughout the Nation was announced recently by the Federal Radio Education Committee and the U. S. Office of Education, of the Federal Security Agency.

Convinced that educationally valuable network programs are not being utilized fully, the Federal Radio Education Committee composed of 14 representatives of the radio industry and education urged that a list of "educationally significant" network programs be prepared and widely disseminated.

Each network recommends educational radio programs for the Listing Service. On the basis of standards agreed upon, an Advisory Committee of four educators makes its selections. The list is then mimeographed and sent to the State departments of education with the caution that it can best be used as the basis for preparing State and local lists which include local and regional educational radio programs.

"Three major considerations" were agreed upon by the Advisory Committee as a basis for its judgments: (1) Educational significance, (2) Radio program quality, and (3) Instructional adaptability.

"News comment and analysis programs by individuals have not been considered for listing," said the Committee, adding, "Such programs have great educational value, but the Advisory Committee believed

the great number of them precluded any careful application of the criteria or thorough hearing for evaluation."

Programs on the first list issued are: Invitation to Learning, Weekly War Journal, Reviewing Stand, Transatlantic Call, People to People, University of Chicago Roundtable, N. Y. Philharmonic Symphony, Army Hour, Lands of the Free, NBC Symphony, The American School of the Air, The Sea Hound, Science at Work, Cavalcade of America, Gateways to Music, Prelude to Victory, Report to the Nation, Passport for Adams, This Nation at War, New Horizons, Tales From Far and Near, This is our Enemy, America's Town Meeting of the Air, March of Time, Wings to Victory, This Living World, Meet Your Navy, Let's Pretend, Little Blue Playhouse, Metropolitan Opera, People's Platform, The Man Behind the Gun, and For This We Fight.

## Increase Shown In Vocational Training For War Production Workers

The number of persons enrolled in preemployment and supplementary training for war production industries increased from 903 in September to 1,026 in October, it is learned from the monthly reports of the programs of vocational training for war production workers which are now being operated in 23 different centers throughout the State. In addition to the 1,026 enrolled in these courses, there were 634 persons enrolled in "training within industry".

Among the 1,026 persons being provided with preemployment and supplementary training 179, or 17.4% were women. One hundred and fifty-seven, 15.3%, were Negroes.

These 1,026 persons were divided as to subjects in which they were being trained as follows:

Type of Training	Enrollment
Aircraft Assembly .....	11
Aircraft Blueprint Reading .....	95
Aircraft Blueprint Reading (Maint.) .....	37
Aircraft Engines Maintenance .....	8
Aircraft Engines Manufacture .....	56
Aircraft Sheet Metal .....	49
Aircraft Welding, Gas (Light) .....	21
Aircraft Woodworking .....	50
Auto Mechanics .....	129
Blueprint Reading Machinist....	25
Machine Shop .....	189
Mica Mining .....	14
Parachute Making .....	1
Radio & Communication .....	34
Sheet Metal .....	45
Ship Electrician .....	21
Shipfitting .....	9
Ship Sheet Metal .....	27
Ship Welding, Electric (Heavy) .....	182
Traffic Rate Clerk .....	23

1,026



## FFA REPORT SHOWS VARIETY OF ACCOMPLISHMENTS

The annual report of the North Carolina Association of Future Farmers of America, recently released by R. J. Peeler, its executive secretary, shows a wide variety of activities and accomplishments. The 381 local chapters scattered throughout the State with an active membership of 11,870 farm boys increased materially the production of food through the supervised practice work carried on in connection with their classroom studies and at the same time engaged in the various salvaging campaigns sponsored by the government and conducted various farm project contests and activities.

Beginning with a bank balance of \$974.93 on July 1, 1942 the State organization took in \$10,101.86, paid out during the year \$8,260.59, and ended the year on June 30, 1943, with \$2,816.20 in the bank.

Emphasis in all local chapters during the year, the report shows, was on wartime accomplishments. The following statistical summary indicates the extent of the activities engaged in by these F. F. A boys:

1. Victory gardens .....	10,310
2. Laying hens .....	607,594
3. Broilers .....	1,206,712
4. Porkers .....	17,843
5. Brood sows .....	4,102
6. Dairy cows .....	9,299
7. Beef Animals .....	6,602
8. Sheep .....	1,580
9. Acres of soybeans for oil .....	31,447
10. Acres of peanuts for oil .....	18,106
11. Pounds of scrap metal collected .....	9,206,400
12. Pounds of rubber collected .....	212,294
13. Pounds of paper collected .....	572,952
14. Purchased a total of \$308,650.00 bonds and stamps.	
15. Repaired 2,086 farm machines, such as tractors, combines and grain drills; 4,314 farm implements, such as plows, planters and harrows; 6,461 farm tools, such as axes, hoes, rakes, etc., and completed 16,412 construction jobs, such as building lime-spreaders, hog and poultry feeders, wagon beds, etc.	
16. Cooperated with WPB, U. S. Treasury, OCD and other Government Agencies in the War effort.	

### State Board Raises Salary Schedule on Low Type Certificates

The State Board of Education at its November 4th meeting voted to raise the State schedule of salaries applying to certificates below Class B. These raises took the following form: (1) One experience increment, C-5, was added to all Class C Certificates, at \$92 per month in case of the maximum schedule and \$72 in case of the minimum schedule; (2) two experience increments, A-3 and A-4, were added to Elementary Class A Certificates at \$79 and \$82, respectively, in case of the maximum schedule and \$62 and \$64 for the minimum schedule; and (3) three experience increments, B-1, B-2, and B-3, were added to Ele-

mentary Class B Certificates at \$64, \$68, and \$72 respectively to the maximum schedule and \$51, \$54 and \$57 to the minimum schedule.

This revision of the schedule, it is stated, will permit local authorities to pay a slightly higher salary in case of the re-employment of persons who have taught school in years gone by, but who do not now hold one of the higher types of certificates issued. It will enable some of these persons to accept positions as teachers in order that classrooms will not be left vacant during this period of teacher shortage.

### New Features Mark 3rd Edition of "Our Armed Forces"

Publication of a revised edition of "Our Armed Forces", popular, illustrated book written especially as an introduction to the Army and Navy for high school students, is announced by the U. S. Office of Education.

The new edition of this source-book for high school boys and girls brings them up-to-date on most recent changes in regulations and the organization of the many branches of the armed services. Three new charts showing the organization of the Army Ground Forces, the Army Air Forces, and the Army Service Forces have been added, as well as illustrations of Army branch insignia for officers and noncoms, and the Air Force badges. The book was written by the Army, Navy and U. S. Office of Education for student orientation.

Information in the book will answer many questions students ask about the history, background, and traditions of the Army, Navy, Coast Guard and Marine Corps. It also suggests steps to take to prepare for the armed services. Other sections give detailed information on correct use of the flag, a glossary of service terms, and illustrations of insignia of military ranks and ratings. The WEFT Chart, a system for aircraft recognition, originally prepared by the Army Orientation Course, is included. Over 115 charts and photographs illustrate the text.

The 136-page "Our Armed Forces" can be ordered from the Infantry Journal, 1115-17th Street, N. W., Washington, D. C. Single copies are sold for 35 cents. In quantities of four or more, the price is 25 cents.

### New Type Catalog—Directory Classifies Visual Training Aids for Teachers

A new type catalog-directory, classifying a wide range of visual aids now available to teachers and schools, is announced by The Jam Handy Organization, 2900 E. Grand Blvd., Detroit (11) Mich., and will be sent free upon request. By a new system of indexing, cross-indexing and classifying many varied teaching slidefilms and motion pictures for school and college use, the instructor is enabled to quickly locate the subject wanted by a mere flip of the page. In addition, "previews" of each subject are provided in the form of large, vivid illustrations, reproduced from the films themselves. In other words, you "see what you get" in advance. This is designed to save time and labor for instructors who otherwise would have to engage in extensive film research work. The new directory is printed in color, and contains 80 pages of detailed information, describing the purpose and content of each film subject, giving the number of frames or pictures in each slidefilm, and in each series of slidefilms. Another feature shows the types of projectors best suited to various forms of teaching in schools and colleges.

### War Savings Teaching Aids Prepared

To meet the requests for suggestions as to ways of relating regular classroom activities to war finance, leading educators have prepared the following teaching aids for the War Finance Division of the Treasury Department, where free copies are available on request:

*The Teacher of English and the War Savings Program*, a bulletin with units of study for junior and senior high schools, showing how the English class through its work in speech, drama, research, discussion, debate, and journalism may contribute to greater understanding of the reasons for War Savings investments. Prepared by the National Council of Teachers of English.

*The Teacher of Mathematics and the War Savings Program* with suggested problems for grades 3-11 in mathematics and business arithmetic. Simple addition and subtraction as well as fractions, percentage, and budgeting will become more vital when related to the purchase of Stamps and Bonds. Prepared by W. W. Hart, Veryl Schult, and Violet Coldren, leading textbook authors.

*New Songs for Schools-at-War*, parodies and songs with original melodies by pupils from the kindergarten through high school.



## Post War Books and Pamphlets Listed by Educator

In order that teachers and administrators may discuss intelligently with their students the great problems facing the world today and the years immediately ahead of us, Dr. Harl R. Douglas, Director of the College of Education, University of Colorado, and formerly Head of the Department of Education, University of North Carolina, has prepared a list of selected books and pamphlets illustrative of the type of material suitable for informing educational leaders about such problems. The list prepared by Dr. Douglas follows:

### I. SHORT NON-TECHNICAL RELIABLE BOOKS ON POST WAR PROBLEMS

Agar, Herbert. *A TIME FOR GREATNESS*. N. Y. Simon and Schuster, 1942.

Chase, Stuart (1941-42) *GOALS FOR AMERICA; THE ROAD WE ARE TRAVELING; THE DOLLAR DILEMMA; TOMORROW'S TRADE; FARMER, WORKER, BUSINESSMAN; and WINNING THE PEACE*. Six small dollar monographs. Twentieth Century Fund, New York City.

Davies, Joseph. "MISSION to Moscow". N. Y. Simon and Schuster, 1941.

Hoover, Herbert and Gibson, Hugh. *THE PROBLEMS OF A LASTING PEACE*. Garden City, N. Y. Doubleday, Doran, 1942.

Hindus, Maurice. *MOTHER RUSSIA*. N. Y. Doubleday, Doran, 1942.

Lippman, Walter. *AMERICAN FOREIGN POLICY*. Boston. Little, Brown and Co., 1942.

Marshall, James. *THE FREEDOM TO BE FREE*. New York. John Day Company, 1943.

Motherwell, Hiram. *THE PEACE WE FIGHT FOR*. Harper and Brothers, 1943.

Motherwell, Hiram. *REBUILDING EUROPE AFTER VICTORY*. Public Affairs Pamphlet No. 81, Public Affairs Committee, New York, 1943. 10c. pp. 32.

Wallace Henry. *THE PRICE OF FREE WORLD VICTORY*. New York. Fisher, 1942.

Wallace, Henry. *THE CENTURY OF THE COMMON MAN*. New York. Reynal and Hitchcock.

Willkie, Wendell. *ONE WORLD*. New York. Simon and Schuster, 1942.

Willkie, and others. *PREFACES TO PEACE*. New York. Book of the Month Club. Symposium: One World, Problems of Lasting Peace, Price of Free World Victory, Blueprints for Peace.

Yutang, Lin. *BETWEEN TEARS AND LAUGHTER*. John Day Co. New York.

### II. PAMPHLETS AND PERIODICAL ARTICLES

#### *Post-War Economic and Social Problems*

Hansen, Alvin H. *AFTER THE WAR—FULL EMPLOYMENT*. National Resources Planning Board, January 1942.

## Not Voting

Nineteen Senators, whose names appear below, are recorded as not having voted on the amendment to S.637, the Federal Aid Education bill, which, after the amendment carried, was referred back to the Committee on Education and Labor. The amendment which was passed by a vote of 40 to 37 provided for federal control of State school funds and would not have been favored by educators generally.

Those senators not voting on the amendment were as follows:

Austin, Warren R. (R), Vermont  
Bailey, Josiah W. (D), North Carolina

Bone, Homer T. (D), Washington  
Brooks, C. Wayland (R), Illinois  
Bushfield, Harlan J. (R), South Dakota

Glass, Carter (D), Virginia  
Hawkes, Albert W. (R), New Jersey  
LaFollette, Robert M., Jr. (P), Wisconsin

Lodge, Henry Cabot, Jr., (R), Mass.  
Lucas, Scott W. (D), Illinois  
Moore, E. H. (R), Oklahoma  
Murray, James E. (D), Montana  
Revercomb, Chapman (R), West Virginia

Reynolds, Robert R. (D), North Carolina

Scrugham, James G. (D), Nevada

Tobey, Charles W. (R), New Hampshire

Truman, Harry S. (D), Missouri

Wagner, Robert F. (D), New York

Wallgren, Mon C. (D), Washington

Hoyt, Elizabeth E. *FREEDOM FROM WANT: A WORLD GOAL*. Public Affairs Pamphlets No. 80. Public Affairs Committee, Inc. New York, 1943. 10c. pp. 31.

Stewart, Maxwell S. *JOBS AND SECURITY FOR TOMORROW*. Public Affairs Pamphlets No. 84. Public Affairs Committee, Inc. New York, 1942. 10c. Pp. 31.

Bailey, Thomas A. *AMERICA'S FOREIGN POLICIES, PAST AND PRESENT*. Headline Books, No. 40. The Foreign Policy Association: New York, 1943. 25c. Pp. 96.

Dean, Vera Micheles. *THE STRUGGLE FOR WORLD ORDER*. Headline Books, No. 32, The Foreign Policy Association, New York, 1941. 25c Pp. 96.

Educational Policies Commission. *EDUCATION AND THE PEOPLE'S PEACE*. National Education Association of the United States: Washington, D. C., 1943. 10c. Pp. 59.

THE UNITED STATES IN A NEW WORLD. A Study and Discussion Outline and reprints of very splendid reports: I, Relations with Britain; II, Pacific Relations; III, The Domestic Economy; IV, Relations with Europe. By the Editors of Time, Life and Fortune. Bureau of Special Services, 9 Rockefeller Plaza, New York City.

## Adult Education Bulletins Available From Department

Copies of six different publications used in connection with the Adult Education Program, which has been discontinued in so far as State aid is concerned, are still available from the Department of Public Instruction. Each publication comprises 23 pages and includes "Twenty Reading Lessons for Adult Students".

Three of the publications are in the Home Series, with the following titles:

Our Home

Our Home, Our Family,

Our Friends

Our Home, Day by Day

The other three are called the Highway Safety Series and have these titles:

Highway Signs

The Driver Studies His Test

The Driver Takes His Test

Copies in quantity may be obtained by superintendents free upon request to L. H. Jobe, Director, Division of Publications. Orders for single copies will be filled at 5c each to take care of postage and envelope.

## Instructional Service Division Issues Bulletin on Teachers' Meetings

"Teachers' Meetings" is the title of a 30-page mimeograph bulletin recently issued by the Division of Instructional Service and sent out by J. Henry Highsmith, Director, to all county and city superintendents.

In addition to an introduction by Dr. Highsmith on the importance and purposes of good teaching, the bulletin contains eight chapters, as follows:

- I. Daily-Weekly Schedules and Programs of Work.
- II. Pupil Progress — Records, Reports, Promotions.
- III. A Study of the New State Bulletins and Suggested Curriculum Changes.
- IV. Using Libraries in the Instructional Program.
- V. Physical and Health Education for all Pupils.
- VI. Consumer Education in Elementary and Secondary Schools.
- VII. Preinduction Training for Military Service
- VIII. Equipping the Classroom for Satisfactory Work.

In a letter to superintendents calling attention to the fact that the bulletin was being sent, Dr. Highsmith made the following comment:

"Good teaching, effective instruction, should characterize all our schools. Teachers must be stimulated and encouraged to render a high order of service, and Teachers' Meetings have a real place in the improvement of instruction. It is suggested that you hold at least five professional meetings."



# STATE SCHOOL FACTS

# Vocational Agricultural Education

As stated in the preceding number of this publication, vocational agriculture was formally introduced in the public high schools of the State in 1918-19 subsequent to the passage of the Smith-Hughes Act by Congress in 1917. This law provided for Federal funds with which to carry on the vocational education program in cooperation with matched funds from State and local sources.

Under present plans, instruction in agricultural education is available to five groups of students:

1. *All-day* classes for boys, 14 years of age and above, regularly enrolled in high schools.

2. *Part-time* classes for boys who have stopped school and who feel the need of additional information in agriculture. Short courses consisting of 20 or more lessons are provided.

3. *Evening* classes for men and women who want specific instruction on certain problems concerning the management of the farm and home. Short courses, usually taught at night, are provided.

4. *Day-unit* classes for boys who are enrolled at schools in the immediate vicinity of schools offering courses in agriculture. The teacher

of agriculture arranged to give instruction to a group of boys from these schools for one or more lessons a week.

5. *War production training* for out-of-school youth and adults between the ages of 17 and 65. Basic instruction is offered in auto mechanics, metal work, woodworking and elementary electricity, with emphasis in the case of adults upon the production and conservation of food and the care and repair of farm machinery and equipment.

The entire vocational program was expanded considerably in 1937-38 by the passage of the George Deen Act supplementing the funds provided under the Smith-Hughes Act. Also, due to the war, provision was made under the National Defense Program for the Rural War Production Training Program for out-of-school youth between the ages of 17 and 25 years in 1942-43.

## Table I

The growth of the entire agricultural program is portrayed by the yearly figures presented in table I. As this table shows, there were 21 schools with an enrollment of 323 students in the regular day schools during the first year. From this

small beginning this part of the program grew until 1941-42 when there were 488 public high schools with an enrollment of 20,856 students taking courses in vocational agriculture. On account of the war the day program decreased in 1942-43, but the evening type of program set up for training out-of-school youth to serve better in agricultural pursuits or for industrial employment was greatly expanded. A total of 61,505 persons were enrolled in evening and part-time classes during 1942-43. Of this number, 55,461 were in classes provided under the Rural War Production Training Program.

The financial returns realized by students enrolled in the regular day-school program of agriculture indicate that agricultural education is now a pay-as-you-go proposition, not to speak of the long-term results of better farming practices which this program seeks to promote throughout the State. During 1942-43, as the table shows, more than \$2,000,000 was realized from the supervised projects carried on as a part of this instruction.

## Table II

Table II shows the expenditures from State, local and Federal funds for this part of the vocational educational program. From State and local sources, \$535,452.55 was spent in 1942-43. The Federal government

### Table III

In addition to this amount the sum of \$55,350.27 was expended on the teacher training program in agricultural education. This amount also included the administrative costs of the program. Item 6 of table III shows this expenditure according to funds.

Table IV

Table IV shows for the 100 counties the number of schools offering regular all-day programs of agriculture and the total enrollment for such courses for the year 1942-43. It also gives the number of such schools in each county providing day-unit classes and the number of students enrolled in such classes. This information is shown for white and Negro schools.

Fifteen counties, it will be noted, do not have schools that offer courses in vocational agriculture for white boys: These counties are: Ashe, Caldwell, Camden, Cherokee, Chowan, Dare, Johnston, Jones, Madison, Mitchell, New Hanover, Pamlico, Polk, Wilkes, and Yancey. Fifty-four counties have one or more schools, a total of 88, which provide instruction in agriculture for Negroes.

## I. EXPANSION IN PROGRAM OF VOCATIONAL AGRICULTURE

Year	Number of Schools	Enrollment		Total	Financial Returns on Supervised Projects
		All-Day Classes	Evening and Part-Time		
1918-19	21	323	.....	323	\$ 41,480.85
1919-20	44	721	.....	721	59,741.64
1920-21	53	1,019	644	1,663	63,681.30
1921-22	65	1,468	2,100	3,568	337,144.50
1922-23	79	1,957	2,450	4,407	344,095.53
1923-24	88	2,282	2,811	5,093	556,046.84
1924-25	105	2,943	3,350	5,293	600,477.03
1925-26	111	3,377	2,167	5,564	628,620.50
1926-27	127	3,752	3,045	6,797	974,371.49
1927-28	135	4,336	4,943	9,279	1,000,000.00
1928-29	143	4,758	4,818	9,576	1,094,516.99
1929-30	154	5,300	5,220	10,520	1,407,642.23
1930-31	172	6,314	5,832	12,146	1,192,934.19
1931-32	185	7,403	6,279	13,682	891,905.40
1932-33	185	8,025	5,575	13,600	634,762.60
1933-34	223	9,059	6,874	15,933	837,906.32
1934-35	242	10,000	7,000	17,000	1,000,000.00
1935-36	242	10,000	7,000	17,000	1,000,000.00
1936-37	242	10,000	7,000	17,000	1,000,000.00
1937-38	242	10,000	7,000	17,000	1,000,000.00
1938-39	242	10,000	7,000	17,000	1,000,000.00
1939-40	242	10,000	7,000	17,000	1,000,000.00
1940-41	242	10,000	7,000	17,000	1,000,000.00
1941-42	242	10,000	7,000	17,000	1,000,000.00
1942-43	242	10,000	7,000	17,000	1,000,000.00
1943-44	242	10,000	7,000	17,000	1,000,000.00
1944-45	242	10,000	7,000	17,000	1,000,000.00
1945-46	242	10,000	7,000	17,000	1,000,000.00
1946-47	242	10,000	7,000	17,000	1,000,000.00
1947-48	242	10,000	7,000	17,000	1,000,000.00
1948-49	242	10,000	7,000	17,000	1,000,000.00
1949-50	242	10,000	7,000	17,000	1,000,000.00
1950-51	242	10,000	7,000	17,000	1,000,000.00
1951-52	242	10,000	7,000	17,000	1,000,000.00
1952-53	242	10,000	7,000	17,000	1,000,000.00
1953-54	242	10,000	7,000	17,000	1,000,000.00
1954-55	242	10,000	7,000	17,000	1,000,000.00
1955-56	242	10,000	7,000	17,000	1,000,000.00
1956-57	242	10,000	7,000	17,000	1,000,000.00
1957-58	242	10,000	7,000	17,000	1,000,000.00
1958-59	242	10,000	7,000	17,000	1,000,000.00
1959-60	242	10,000	7,000	17,000	1,000,000.00
1960-61	242	10,000	7,000	17,000	1,000,000.00
1961-62	242	10,000	7,000	17,000	1,000,000.00
1962-63	242	10,000	7,000	17,000	1,000,000.00
1963-64	242	10,000	7,000	17,000	1,000,000.00
1964-65	242	10,000	7,000	17,000	1,000,000.00
1965-66	242	10,000	7,000	17,000	1,000,000.00
1966-67	242	10,000	7,000	17,000	1,000,000.00
1967-68	242	10,000	7,000	17,000	1,000,000.00
1968-69	242	10,000	7,000	17,000	1,000,000.00
1969-70	242	10,000	7,000	17,000	1,000,000.00
1970-71	242	10,000	7,000	17,000	1,000,000.00
1971-72	242	10,000	7,000	17,000	1,000,000.00
1972-73	242	10,000	7,000	17,000	1,000,000.00
1973-74	242	10,000	7,000	17,000	1,000,000.00
1974-75	242	10,000	7,000	17,000	1,000,000.00
1975-76	242	10,000	7,000	17,000	1,000,000.00
1976-77	242	10,000	7,000	17,000	1,000,000.00
1977-78	242	10,000	7,000	17,000	1,000,000.00
1978-79	242	10,000	7,000	17,000	1,000,000.00
1979-80	242	10,000	7,000	17,000	1,000,000.00
1980-81	242	10,000	7,000	17,000	1,000,000.00
1981-82	242	10,000	7,000	17,000	1,000,000.00
1982-83	242	10,000	7,000	17,000	1,000,000.00
1983-84	242	10,000	7,000	17,000	1,000,000.00
1984-85	242	10,000	7,000	17,000	1,000,000.00
1985-86	242	10,000	7,000	17,000	1,000,000.00
1986-87	242	10,000	7,000	17,000	1,000,000.00
1987-88	242	10,000	7,000	17,000	1,000,000.00
1988-89	242	10,000	7,000	17,000	1,000,000.00
1989-90	242	10,000	7,000	17,000	1,000,000.00
1990-91	242	10,000	7,000	17,000	1,000,000.00
1991-92	242	10,000	7,000	17,000	1,000,000.00
1992-93	242	10,000	7,000	17,000	1,000,000.00
1993-94	242	10,000	7,000	17,000	1,000,000.00
1994-95	242	10,000	7,000	17,000	1,000,000.00
1995-96	242	10,000	7,000	17,000	1,000,000.00
1996-97	242	10,000	7,000	17,000	1,000,000.00
1997-98	242	10,000	7,000	17,000	1,000,000.00
1998-99	242	10,000	7,000	17,000	1,000,000.00
1999-00	242	10,000	7,000	17,000	1,000,000.00
2000-01	242	10,000	7,000	17,000	1,000,000.00
2001-02	242	10,000	7,000	17,000	1,000,000.00
2002-03	242	10,000	7,000	17,000	1,000,000.00
2003-04	242	10,000	7,000	17,000	1,000,000.00
2004-05	242	10,000	7,000	17,000	1,000,000.00
2005-06	242	10,000	7,000	17,000	1,000,000.00
2006-07	242	10,000	7,000	17,000	1,000,000.00
2007-08	242	10,000	7,000	17,000	1,000,000.00
2008-09	242	10,000	7,000	17,000	1,000,000.00
2009-10	242	10,000	7,000	17,000	1,000,000.00
2010-11	242	10,000	7,000	17,000	1,000,000.00
2011-12	242	10,000	7,000	17,000	1,000,000.00
2012-13	242	10,000	7,000	17,000	1,000,000.00
2013-14	242	10,000	7,000	17,000	1,000,000.00
2014-15	242	10,000	7,000	17,000	1,000,000.00
2015-16	242	10,000	7,000	17,000	1,000,000.00
2016-17	242	10,000	7,000	17,000	1,000,000.00
2017-18	242	10,000	7,000	17,000	1,000,000.00
2018-19	242	10,000	7,000	17,000	1,000,000.00
2019-20	242	10,000	7,000	17,000	1,000,000.00
2020-21	242	10,000	7,000	17,000	1,000,000.00
2021-22	242	10,000	7,000	17,000	1,000,000.00
2022-23	242	10,000	7,000	17,000	1,000,000.00
2023-24	242	10,000	7,000	17,000	1,000,000.00
2024-25	242	10,000	7,000	17,000	1,000,000.00
2025-26	242	10,000	7,000	17,000	1,000,000.00
2026-27	242	10,000	7,000	17,000	1,000,000.00
2027-28	242	10,000	7,000	17,000	1,000,000.00
2028-29	242	10,000	7,000	17,000	1,000,000.00
2029-30	242	10,000	7,000	17,000	1,000,000.00
2030-31	242	10,000	7,000	17,000	1,000,000.00
2031-32	242	10,000	7,000	17,000	1,000,000.00
2032-33	242	10,000	7,000	17,000	1,000,000.00
2033-34	242	10,000	7,000	17,000	1,000,000.00
2034-35	242	10,000	7,000	17,000	1,000,000.00
2035-36	242	10,000	7,000	17,000	1,000,000.00
2036-37	242	10,000	7,000	17,000	1,000,000.00
2037-38	242	10,000	7,000	17,000	1,000,000.00
2038-39	242	10,000	7,000	17,000	1,000,000.00
2039-40	242	10,000	7,000	17,000	1,000,000.00
2040-41	242	10,000	7,000	17,000	1,000,000.00
2041-42	242	10,000	7,000	17,000	1,000,000.00
2042-43	242	10,000	7,000	17,000	1,000,000.00
2043-44	242	10,000	7,000	17,000	1,000,000.00
2044-45	242	10,000	7,000	17,000	1,000,000.00
2045-46	242	10,000	7,000	17,000	1,000,000.00
2046-47	242	10,000	7,000	17,000	1,000,000.00
2047-48	242	10,000	7,000	17,000	1,000,000.00
2048-49	242	10,000	7,000	17,000	1,000,000.00
2049-50	242	10,000	7,000	17,000	1,000,000.00
2050-51	242	10,000	7,000	17,000	1,000,000.00
2051-52	242	10,000	7,000	17,000	1,000,000.00
2052-53	242	10,000	7,000	17,000	1,000,000.00
2053-54	242	10,000	7,000	17,000	1,000,000.00
2054-55	242	10,000	7,000	17,000	1,000,000.00
2055-56	242	10,000	7,000	17,000	1,000,000.00
2056-57	242	10,000	7,000	17,000	1,000,000.00
2057-58	242	10,000	7,000	17,000	1,000,000.00
2058-59	242	10,000	7,000	17,000	1,000,000.00
2059-60	242	10,000	7,000	17,000	1,000,000.00
2060-61	242	10,000	7,000	17,000	1,000,000.00
2061-62	242	10,000	7,000	17,000	1,000,000.00
2062-63	242	10,000	7,000	17,000	1,000,000.00
2063-64	242	10,000	7,000	17,000	1,000,000.00
2064-65	242	10,000	7,000	17,000	1,000,000.00
2065-66	242	10,000	7,000	17,000	1,000,000.00
2066-67	242	10,000	7,000	17,000	1,000,000.00
2067-68	242	10,000	7,000	17,000	1,000,000.00
2068-69	242	10,000	7,000	17,000	1,000,000.00
2069-70	242	10,000	7,000	17,000	1,000,000.00
2070-71	242	10,000	7,000	17,000	1,000,000.00
2071-72	242	10,000	7,000	17,000	1,000,000.00
2072-73	242	10,000	7,000	17,000	1,000,000.00
2073-74	242	10,000	7,000	17,000	1,000,000.00
2074-75	242	10,000	7,000	17,000	1,000,000.00
2075-76	242	10,000	7,000	17,000	1,000,000.00
2076-77	242	10,000	7,000	17,000	1,000,000.00
2077-78	242	10,000	7,000	17,000	1,000,000.00
2078-79	242	10,000	7,000	17,000	1,000,000.00
2079-80	242	10,000	7,000	17,000	1,000,000.00
2080-81	242	10,000	7,000	17,000	1,000,000.00
2081-82	242	10,000	7,000	17,000	1,000,000.00
2082-83	242	10,000	7,000	17,000	1,000,000.00
2083-84	242	10,000	7,000	17,000	1,000,000.00
2084-85	242	10,000	7,000	17,000	1,000,000.00
2085-86	242	10,000	7,000	17,000	1,000,000.00
2086-87	242	10,000	7,000	17,000	1,000,000.00
2087-88	242	10,000</			

IV. VOCATIONAL AGRICULTURAL EDUCATION. 1942-43

[illegible]

Section Training; Claves Included, EXPENDITURES, VOCATIONAL, AGRICULTURE



\*Rural War Production Training Classes Included.

\*Rural War Production Training Classes Included.

1942-43

1942-43

\$931,609.46



## Booklet on American Education Issued

A booklet entitled "A Reader's Guide to Education" with a subtitle "Books About Education for Americans" has just been published by the Book-of-the-Month Club and is now available for distribution by the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. at five cents per copy. This pamphlet, sponsored jointly by the N. E. A. and the Book-of-the-Month Club, presents an annotated, classified, and selected list of books about the background and problems of American education. The introduction is by Dorothy Canfield Fisher.

"The purpose of this brochure," it is stated, "is to present those books which may help the reader to reach a fuller understanding of American Education." The books listed are grouped into eight sections, each centering around a problem, or offering a portrait of a particular phase of American Education. "*The Epic Story*" offers material for comparison of American and European education. *Critiques* revolves around a problem of paramount importance: the future of liberal arts education and the controversy between the Humanities and the vocations. *A Theme for Fiction* includes many books which challenge our system of education to lead the way to greater democracy. *Heroic Figures* and *Reminiscences and Essays* offer an opportunity to discuss the divergent opinions and attitudes of outstanding personalities. *America's School Program* poses such questions as federal aid for education, progressive education, rural and urban schools, etc. *Primers for Parents* presents an opportunity to discuss American education from the viewpoint of the adult, as opposed to that of the student. *Post-War Worlds* challenges the reader to consider the role of education in winning the peace.

## American Legion Oratorical Contest Announced

"The Constitution in a Changing World" is the title of this year's oratorical contest, annually sponsored by the American Legion, it is announced by Victor R. Johnson, Department Chairman of the Oratorical Contest, Pittsboro.

The contest is open to all boys and girls in the 9th, 10th, 11th, and 12th grades of accredited high schools. Mr. Johnston states in his announcement. Local contests should be completed early in March in order that the winners may compete in the countywide contests scheduled to be conducted between March 13th and 15th. The county winners will compete in a district contest to be held between March 20th and 22nd. Following this there will be five area contests on March

27, 28 29, 30 and 31. The final State Contest between the winners of the area contests will be held in Durham on April 3rd at 7:30 P. M.

The rules and regulations of the various contests and other necessary information may be obtained from Mr. Johnson, or from the American Legion Headquarters, Raleigh, N. C.

State Superintendent Clyde A. Erwin has wholeheartedly endorsed this contest. In a letter to Mr. Johnson, printed elsewhere in this bulletin, he suggests that all school people lend every effort possible to it by urging high school boys and girls to participate in it. "Aside from the incentive of the awards offered," he states, "the value of the oratorical experience and of the knowledge gained through participation should be stressed by the teacher." The contest may be included as a part of the regular work of the student, he further states.

## Bowles Succeeds Messer As Haywood Superintendent

H. M. Bowles, formerly district principal of the Waynesville schools of Haywood County, was recently elected superintendent of the Haywood County Administrative Unit to succeed Jack Messer, who resigned to enter the armed services. Mr. Bowles was approved as Haywood superintendent by the State Board of Education at its November 4th meeting.

## Educational Planning Commission Named

President Horace Sisk of the North Carolina Education Association, upon authorization of the Board of Directors, has named the following educators on a Educational Planning Commission to study the emerging problems of education and to make suggestions regarding next steps in North Carolina education:

Guy B. Phillips, Chapel Hill, Chairman

Paul Reid, Elizabeth City  
J. W. Wilson, Goldsboro  
C. W. McArtha, Gastonia  
Mrs. E. J. Hinnant, Wilmington  
Annie Laurie Lawrence, Winston-Salem

R. A. Tomberlin, Weaverville  
James A. Gerow, Burlington  
D. B. Bryan, Wake Forest  
Franklin H. McNutt, Greensboro  
J. P. Sifford, Albemarle  
R. M. Wilson, Rocky Mount  
Mrs. Annie Laurie McDonald, Hickory.

It was stated by Chairman Phillips that problems to be considered by the commission will center around the factor of the quality of educational opportunities now being offered. "This involves the problem of in-service conditions for teachers now in the schools and the

education of new administrators with no prospect for improvement of the situation," he said. "Teacher education and teacher welfare are, therefore, basic matters in the planning of education. The program will be related to other planning activities being carried on in the State."

## Committee Appointed to Study School Attendance

A committee composed of school superintendents, superintendents of public welfare, and representatives of the State Department of Public Instruction and the State Board of Charities and Public Welfare was recently appointed jointly by Clyde A. Erwin, State Superintendent of Public Instruction and Mrs. W. T. Bost, Commissioner of the State Board of Charities and Public Welfare, to study the question of compulsory school attendance, especially as to the present administration of the law and the rules and regulations of the State Board of Education.

The committee appointed is composed of the following persons: Superintendent W. J. Bullock, Kannapolis; Superintendent C. Reid Ross, Harnett County; Superintendent R. B. Griffin, Person County; J. A. Best, Public Welfare Superintendent of Wayne County; Mrs. John Lee Wilson, Superintendent of Public Welfare of Rockingham County; O. G. Reynolds, Superintendent of Public Welfare for Richmond County; Mrs. W. B. Aycock from the staff of the State Board of Charities and Public Welfare; and L. H. Jobe of the State Department of Public Instruction.

It will be the purpose of this committee, according to Superintendent Erwin, to study the rules and regulations of the State Board of Education with reference to compulsory attendance, the various forms used in connection with the administration of these rules and the law, the duties of the various persons concerned with their enforcement and administration, and to recommend revisions in present forms and rules to the end that improvement may be had in all the conditions surrounding school attendance. "The present rules and regulations of the State Board," Supt. Erwin stated, "were formulated about twenty years ago. They need to be studied and brought up-to-date. The forms used are also outmoded. We need to study these also; and to devise new forms, if necessary, to meet the present situation."

The committee met Nov. 29 in the Education Building and made plans for beginning a study of this problem.



## "Old Ironsides" Print Available to Schools

Prints of "Old Ironsides" U. S. Frigate Constitution may be secured free from the State Department of Public Instruction by teachers, principals, supervisors, and superintendents. This print, approximately 19x22 inches, was reproduced from the original painting by Gordan Grant. It is suitable for framing. Due to the difficulty of procuring mailing tubes and mailing costs they will be furnished only to those who call for them in person to Room 320 Education Building.

## Good Sportsmanship Pays

The following quotation from a letter written by one principal to another is self-explanatory:

"My team has just returned from the football game with you last Friday evening. In the eight years that I have been principal of this school, I have never had any team to bring back such glowing reports concerning the fine sportsmanship and the many courtesies displayed by your student body and team towards them.

"In their enthusiasm, our team insisted that your boys were the finest and best sports they had ever competed with in football.

"Even though we lost the game, it is good to know that such a fine feeling exists between the two teams and the two student bodies. The players even went so far, after getting licked, as to maintain that the person officiating was just excellent.

"It is always a pleasure to have a part in athletic events where such pleasant relations exist."

## Song Booklet Issued By War Finance Division

A 16-page booklet of songs, NEW SONGS FOR SCHOOLS, written by and for school children, has just been issued by the War Finance Division, Education Section of the Treasury Department to be used in connection with the sale of war bonds and stamps.

The booklet was prepared in co-operation with the Music Educators National Conference for use by music teachers and supervisors in the elementary schools. This is the second edition of songs of this kind. It is learned. The first edition was printed last year in connection with the campaign to sell war savings stamps and bonds.

Single copies of the current edition may be obtained by individuals from the Education Section of the War Finance Division, Treasury Department, Washington or from the State War Finance Committee, Greensboro, N. C.

## Supplementary School Taxes Among Cities in N. C. for 1942-43 and for 1943-44

Prepared by Paul A. Reid, Elizabeth City, October 15, 1943

City	Purpose of the levy														Tax levied and collected by		Size of school district as compared with city	Information indicates effort made to restore a supplementary tax
	Tax rate levied		Extra Teachers		Ninth Month	All teachers, What %?		Supplement teachers salaries		Special teachers only	Supplement various budget items		Broader Curriculum					
42 43	43 44	42 43	43 44	42 43	42 43	43 44	42 43	43 44	42 43	43 44	42 43	43 44	City	County	Same	Larger	Smaller	
Aberdeen*	20	20	X	X	X		X			X	X			X		X		
Albemarle	15	10	X	X	X		5	X		X	X	X	X	X		X		
Asheville	21	21½	X	X	X	X	X			X	X	X	X	X			X	
Belmont*	10	5		X	X					X	X		X	X		X		
Burlington	18	15	X	X	X		5	8+			X			X		X		
Chapel Hill	20	16					4	7½										
Charlotte	25	25	X	X	X	X	X	\$ 63			X	X	X	X	X		X	
Concord	10	3	X	X	X						X					X		
Durham	20	20	X	X	X	19+	21				X	X	X	X	X	X		
Edenton	12	0	X	X	X				X	X	X		X		X		X	
Elizabeth City	16	0	X	X	X				X	X	X	X	X	X		X		X
Elm City	20	8	X	X	X				X	X			X	X		X		
Farmville*	20½	0			X										X		X	
Fayetteville	15	11	X	X	X	10	10				X	X	X	X	X		X	
Gastonia	14	14	X	X	X			\$ 67	X		X	X	X	X		X		X
Goldsboro	15	10	X	X	X						X	X	X	X		X		X
Greensboro	15	15	X	X	X	15	20				X	X	X	X		X		X
Greenville	15	10	X	X	X		7	X			X			X			X	
Hamlet	22	15	X	X	X		5				X		X		X		X	
Hendersonville	15	10	X	X	X				X	X	X	X	X	X		X		X
Hickory	12	6		X	X				X	X	X	X	X	X		X		X
High Point	24	22	X	X	X	18	20				X	X	X	X		X		X
Kings Mountain	22	18		X	X			\$ 50	X		X	X	X	X		X		X
Kinston	10	0			X											X		X
Lenoir	27	15		X	X			X				X		X	X			X
Lexington	12½	6½		X	X					X		X				X		X
Lincolnton	20	0			X										X			X
Lumberton	15	15	X	X	X				X	X	X	X	X	X	X			X
Monroe	15	8	X	X	X				X	X	X	X	X	X		X		X
Mooreville	12½	12½	X	X	X			X			X	X		X	X			X
Morganton	24	13			X		5	X			X	X	X	X	X			X
Mt. Airy	15	5			X						X	X				X		X
New Bern		0			X											X		X
Newton-Conover	18	10	X	X	X				X	X	X	X	X	X		X		X
North Wilkesboro	14	10	X	X	X			\$ 90			X	X	X	X	X		X	
Pinchurst	15	15	X	X	X	X	7				X	X	X	X		X		X
Raleigh	17	14	X	X	X	X	7½				X	X	X	X		X		X
Reidsville	10	10		X	X		10				X	X	X	X		X		X
Roanoke Rapids	50	45	X	X	X	10	10				X	X	X	X				X
Rockingham	23	12	X	X	X			X				X		X		X		X
Rocky Mount	25	20	X	X	X		4+				X	X	X	X	X			X
Salisbury	10	3½			X							X					X	
Sanford	18	5	X	X	X				X	X		X				X		X
Shelby	15	15	X	X	X		5	X			X	X	X	X		X		X
Spencer*	10	0			X											X		X
Southern Pines	30	30	X	X	X	\$112	\$202				X	X	X	X		X		X
Statesville	15	5	X	X	X							X	X	X		X		X
Tarboro	10	8		X	X				X	X	X	X				X		X
Thomasville	15	12	X	X	X		5	X			X			X		X		X
Tryon-Saluda	25	12½	X	X	X	8	8				X	X	X	X		X		X
Victory*	10	10			X	6	10				X		X			X		X
Wadesboro	23	15	X	X	X				X	X	X	X	X	X		X		X
Washington	18	4	X	X	X						X	X	X	X		X		X
Wilson	20	17	X	X	X		12	X			X	X	X	X		X		X
Winston-Salem	15	15	X	X	X	X	20				X	X	X	X	X		X	
New Hanover	20	15	X	X	X	15	15				X	X	X	X		X		X
Scotland	24	10	X								X	X					X	

\*These indicate schools within county administrative units.



## N. C. College Conference Elects New Officers

Rev. Cuthbert E. Allen, head of the Department of Social Sciences of Belmont Abbey Junior College, Belmont, was elected president of the North Carolina College Conference at its 1943 annual meeting held in Greensboro recently. Miss Alice Baldwin, Dean of Women of Duke University, was elected vice-president. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, Raleigh, was reelected secretary-treasurer.

## A Code of Ethics

(Adopted by the 1941 Representative Assembly, Michigan Education Association)

### THE PLEDGE

Believing that the objective of education is service to mankind, I assume the obligation of my profession.

I realize the responsibility of the school for the well-being of its pupils, and promise to cooperate with the parents and the public in the performance of this duty.

I will loyally assist my associates to maintain the ideals and to evaluate the standards of my profession.

I will devote myself to the cause of education and will strive earnestly to be worthy of the trust reposed in me.

### PRINCIPLES

#### I. *Obligation to Pupils*

The primary consideration of the educator should be the present and future welfare of the pupils placed in his charge. He should seek to prepare pupils to be socially and economically efficient in the home, school and community, and to be personally happy as a member of society.

#### II. *Obligations to Parents*

Recognizing the authority of the parent over the pupil, the educator should be willing to share this responsibility and to cooperate with the parent for the best interest of the child.

#### III. *Obligation to the Public*

The educator should consider himself in a position of public trust and should, therefore, conduct himself so that he increases respect for his profession and for the public education. Realizing his responsibility for leadership, the educator should be ready to counsel and confer with those who have an interest in education.

#### IV. *Obligation to Profession*

The educator should at all times maintain an attitude of constructive cooperation, guiding those under his direction, assisting his associates, and respecting the leadership of those charged with responsibility. By recognizing the dignity of the profession, he should help to maintain a high standard of loyalty and service.

The following are applications and interpretations of the preceding code. They are not a part of the code, can be changed from time to time, and should be interpreted in the light of local conditions at all times. They are designed merely as concrete helps in the interpretation of principles.

### APPLICATION OF PRINCIPLES

#### I. *To fulfill my obligation to pupils, I shall:*

1. Recognize that my first and highest obligation is to the pupils.

2. Deal justly, kindly, impartially, and intelligently with every child.

3. Attempt to inspire pupils in setting up worthy ideals for themselves and to acquire the desire for knowledge.

4. Attempt to cultivate in pupils such virtues as patience, courage, justice, and sincerity.

5. Encourage the attainment of high standards in the development of physical, intellectual, aesthetic, moral, spiritual, and creative endowments.

6. Include training in respect for law and order and attempt to develop habits of obedience to properly constituted authority.

7. Create in pupils the desire to assume democratic responsibilities in respect to the making and enforcing of laws.

8. Consider it my primary duty to encourage pupils to prepare for wholesome personal enjoyment, vocational fitness, and worthy service.

9. Withhold any confidential information concerning pupils except from authorized agencies that are attempting to aid the child.

10. Refrain from tutoring for remuneration the pupils of my own classes, and shall not refer pupils to any member of my immediate family for tutoring except by special permission.

#### II. *To fulfill my obligation to parents, I shall:*

1. Establish friendly cooperation with the home.

2. Cooperate with the parents whenever the interests of the child may be served, but recognizing at all times the parents' responsibility for, and authority over, the child.

3. Appreciate the parents' viewpoint, not necessarily accepting it, but never ignoring it, and refrain from disparaging remarks concerning parents.

4. Withhold confidential information.

#### III. *To fulfill my obligation to the public, I shall:*

1. Conduct myself so as to bring dignity and honor to the community.

2. Do all in my power to foster the moral, spiritual and intellectual life of the community.

3. Acquaint the public with the importance of education to enlightenment and democracy.

4. Be reasonable in my participation, and cooperate with the leadership in social and civic affairs.

5. Conduct all my personal business with integrity.

6. Respect the community in which I am employed.

#### IV. *To fulfill my obligation to the profession, I shall:*

1. Cooperate with fellow educators and conduct all business through recognized channels.

2. Respect my position with regard to the administration and cooperate in carrying out its policies, recognizing that responsibility for their success or failure is vested primarily in the administration.

3. Consider adverse criticism of a predecessor or of a teacher of a preceding grade or of any associates as improper.

4. Leave for my successor such information, data, and materials as may be needed in carrying forward the work of the school.

5. Follow the practice of giving only those credentials and recommendations, written or verbal, that are justifiable.

6. Answer all official communications with promptness and courtesy.

7. Consult all duly constituted authorities before seeking candidates for teaching positions, and never interfere with the professional or economic advancement of other educators.

8. Adhere to the conditions of a properly executed and signed contract, unless it shall be cancelled by mutual consent of the parties thereto.

9. Give and expect due notice in case a change in position is to be made.

10. Expect qualifications and ability to be the sole determining factor in appointment and promotion.

11. Recognize only those employment agencies that adhere to the ethics of my profession.

12. Apply to the constituted authority only for those positions declared to be vacant, underbidding no rival or salary schedule, using only legitimate means in seeking preferment and promotion, refraining from seeking increases in salary by securing unauthorized offers from other school districts, and considering the term "educator" to include all members of the profession, and school board members.

13. Offer only constructive criticisms, and accept such with open-mindedness.

14. Hold inviolate confidential information concerning my associates.

### RESPONSIBILITY

#### *Responsibility of Professional Problems Commission:*

The Professional Problems Commission of the Michigan Education Association is charged with the responsibility to administer this Code of Ethics, to study various problems of professional ethics, to interpret various principles involved, to make investigations upon request, to take such action as advisable, to make recommendations to the Board of Directors and the Representative Assembly, and in general, to keep this Code of Ethics functioning continually. The Commission shall follow the adopted procedure for equity cases.



## Music At War Is Theme In New Poster Contest

Art students of junior and senior high schools will be interested in the national poster contest on "Music at War" now opening. The contest is conducted by Scholastic Magazine and sponsored by the Music War Council of America, 20 E. Jackson Blvd., Chicago.

Posters will portray music's war-time service to the nation as a morale builder on home and fighting fronts, its use to stimulate purchases of war bonds at public rallies, the effect of band music on the spirits of inductees leaving home for camp, and the part it plays in industry, where it is being used to relieve fatigue in war plants. Other uses will suggest themselves to the contestant.

## Canton School Board and Superintendent Adopt Policy on Release of Teachers

The Canton School Board and the superintendent of schools have established a unified policy to be followed in cases where teachers seek release from their positions during the school year.

This policy was set forth in a recently prepared statement addressed to "Principals and Teachers, Canton Schools", and is as follows:

- "1. A teacher having reasonable grounds for requesting a release will convey the request in writing to the superintendent, stating any pertinent reasons for granting the request. The superintendent will then check the reasons given, and if of sufficient weight, will make every reasonable effort to secure a satisfactory replacement.
- "2. Releases will be granted only after such investigation and when satisfactory replacements are available.
- "3. The Canton School Board and the superintendent of schools feel that this is a reasonable and fair policy and will be guided by it."

As a background for the establishment of this policy, the statement gave the following questions:

"Do you feel that the work you are doing is of little enough importance to the schools and the community to be discontinued within the school year in order to release you for a more desirable position? Would you release a teacher of important work when this release meant, so far as you could see, discontinuing the work? Would you be willing for the school board, local or state, to judge the importance of the work you are doing by your request for release when this release means stopping the work? What do you think will be the reaction of school boards, after the war, toward starting again programs that had been abandoned during the war?"

# TAR HEEL EDUCATORS

David Lowry Swain

*By Beth Crabtree of the State Department of Archives and History*

In the mountains of North Carolina, about seven miles from Asheville, on January 4, 1801, David Lowry Swain was born. He was the second son of George Swain and Caroline Lane Lowry, the sister of Joel Lane. David received his schooling at home until his fifteenth year when he was sent to the nearby academy of Rev. George Newton. From Newton's he entered the University of North Carolina, but due to ill health and financial difficulties his stay there was short. After four months Swain left Chapel Hill for Raleigh to begin the study of law under Chief Justice Taylor. In 1822, having received his license, he returned to Asheville to establish his law practice.

Two years later, and for the following five years, Swain was a representative in the State house of commons from Buncombe County. He was appointed solicitor for the Edenton District in 1829, but filled the position only a year, having received another appointment—this time to the superior court bench. In his thirty-first year the Legislature elected him governor of the State, the youngest chief executive North Carolina has ever had. As governor Swain emphasized tax reform, public education, and internal improvements. His greatest contribution, however, was in the Constitutional Convention of 1835. The primary object of the convention was a reform of the unequal system of representation, between east and west, in the General Assembly. In the preliminary ground work, and later in placing the issue before the public, Swain was largely responsible for the movement's success.

Upon the death of President Caldwell, in 1835, the board of trustees of the University of North Carolina selected the former governor to fill the vacancy. Although not an outstanding educator, Swain possessed certain qualities of shrewdness and business acumen, as well as great personal popularity, that particularly fitted him for the position at that time. During his administration there was a swing away from emphasis on the classics towards a more progressive and practical curriculum. Two new departments were added—one in civil engineering, the other in the application of chemistry to the arts. Also, the president stimulated student interest in public careers by insisting that they join one or the other of the two literary societies, and by his conduct of classes in political economy, constitutional and international law, and "moral science".

Swain was always deeply interested in his State's history. When the North Carolina State Historical Society was incorporated in 1833, he was one of the original members. The Society did not really begin to function until ten years later when its membership consisted of the president of the University and several members of the faculty. A comprehensive program, including the collection of all books, pamphlets, and newspapers printed in the State or relative to its history, was carefully outlined. The membership of the Society gradually narrowed down to Swain and his home became the receptacle for the gifts of valuable old documents.

Contemporaneous with the historical society was the *North Carolina University Magazine*. Begun in 1844, the magazine had a short life of one year and twelve issues. Largely through Swain's efforts, it was revived eight years later and became one of the country's leading historical magazines.

At the end of the War Between the States the new Reconstruction regime amended the Constitution in 1868. One of the changes made was the appointment of the board of trustees of the University by the State Board of Education. The newly elected board of trustees took particular care that no one connected with the old, or prewar, University should be a part of the new. Thus after thirty-three years of service President Swain, along with the faculty, was forced to resign. Heartbroken at his dismissal, and suffering from injuries received in being thrown from his carriage, he died on August 27, 1868.

While president of the University, Swain had received his share of criticism for his departure from the classics and for his leniency in discipline. But he was also due full measure of praise for increasing the popularity of the institution, both within the State and outside its borders, and for the success of his never flagging efforts to keep it alive during the trying days of the war.



## H. S. Students May Take Special Examinations For College Entrance

At its meeting in Greensboro on November 3-4, the North Carolina College Conference voted to continue the emergency program whereby selected high school students who have not graduated from high school can be admitted to the colleges and universities of the State. This plan, approved by the State Department of Public Instruction, provides that non-high school graduates who can qualify for and successfully pass a Special Entrance Examination can be admitted to College to pursue their higher education. Any student who is interested in entering college on this basis should communicate with the Director of Admissions of the institution in which he wishes to matriculate.

## Essay Contest Announced

High school students of North Carolina are offered the opportunity to win cash prizes totalling \$2,000, with \$1,000 as first award, in the 1943-44 nation-wide essay contest being conducted by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. All essays must be written on the theme of "Unity for Peace", according to State Superintendent of Public Instruction Clyde A. Erwin. The length of these essays must not be less than 500 words or more than 1,000 words.

This ninth annual essay contest is open to all boys and girls regularly enrolled in any public or private high school. Pre-entry and post-graduate students may not compete.

The essays submitted may be written as class assignments or as personal projects. Preliminary contests in each local community must be concluded in time to permit selection of the winning essays by April 27, 1944. The winning essays in local competition will be forwarded to the State Contest Committee for consideration in State competition.

Medals will be awarded to local and State winners. The essay which wins first prize in the State will be forwarded to the National Contest Committee to compete for the \$2,000 in cash awards being offered by the national organization. Winners in the national contest will be announced at the 1944 National Encampment of the Veterans of Foreign Wars of the U. S. next August.

Teachers or students desiring further information in reference to the rules of this contest may obtain a rules folder from local V. F. W. Auxiliary leaders, or complete details may be obtained by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 West 34th Street, Kansas City, 2, Missouri.

# MINUTES—STATE BOARD OF EDUCATION

## November Meetings:

### Substitute Teachers

The Board adopted the following rules and regulations with reference to substitute teachers:

"The following rules and regulations are hereby adopted in lieu of and as a substitute for the rules adopted at the October meeting.

1. Approval of Substitute Teachers: All substitute teachers shall be approved in accordance with regulations of the county board of education or city board of trustees.

2. Salary of Substitute Teachers: The maximum salary of a substitute teacher shall be four dollars per day, provided the pay of a substitute teacher shall not exceed the regular salary of the regular teacher.

3. Absence with Pay: Regular teachers shall be allowed to receive pay during absence in accordance with the provisions of this section:

a. Causes Authorizing Pay During Absence: A regular teacher who is absent on account of (1) personal illness, or (2) illness of some member of the teacher's immediate family which may require the personal attention of the teacher, or (3) death of a near relative, or (4) for the purpose of attendance upon a professional meeting, or (5) such like emergency as may be considered by the superintendent or principal under whom such teacher is serving as sufficient to justify absence, may receive pay during absence.

b. Time During Which Pay May Be Allowed: Pay may be allowed as herein provided as a matter of course by the superintendent or principal under whom a teacher is serving for a period not exceeding twenty teaching days, and such twenty-day period may be extended for such additional time, each extension not to be in excess of twenty school days, as the county board of education or the board of trustees of the city administrative unit may approve. The general regulations of the county or city board shall govern as to the extension of time in the event that the twenty-day period ends between meetings of respective boards or where an extension has not been approved or disapproved at a prior board meeting.

c. Salary Payments Allowed: In case of absence of a regular teacher for causes mentioned in (a) of this section, pay shall be allowed as follows:

(1). Where a substitute teacher is provided and employed, the regular teacher would be entitled to receive full salary and bonus for all days absent; and, out of the payment so received, such regular teacher is required to pay the substitute the salary to which the substitute may be entitled under Section 2 hereof.

(2). In case no substitute is provided for the regular teacher, then the amount which would have been paid to the substitute shall be deducted from the regular salary of the regular teacher.

4. Absence without Pay: Where a regular teacher is absent for any cause other than those enumerated in Subsection (a) of section 3, such teacher shall be entitled to receive salary and bonus only for the actual number of days taught. Under this section, and in the event that a substitute teacher is provided and actually teaches, then the salary check issued to the regular teacher shall include the amount of the salary earned by the substitute teacher, calculated in accordance with section (2), and the regular teacher will be required to pay to the substitute the amount so included in the regular teacher's pay check.

5. Interim Teachers: In case a teaching position is vacated during any current school month by the regular teacher, such teacher shall be entitled immediately to receive a pay check covering the regular salary and bonus for the actual days taught during the current month. In such case, if a new regular teacher is not immediately available and employed to fill such teaching position and an interim teacher is employed, who serves not exceeding ten days prior to the employment of a regular teacher to fill such vacancy, then the first check issued to such new regular teacher shall cover such new teacher's regular salary and bonus, to which shall be added the amount earned by the interim teacher for the actual days taught, and calculated in accordance with the pay of a substitute teacher as fixed in Section 2 hereof, and the regular teacher shall pay the interim teacher the amount included in such pay check. In the event, however, that such interim teacher shall teach more than ten days, then such interim teacher shall be paid directly the regular salary and bonus for the entire time taught on the basis of the interim teacher's own rating established through the operating budget.

6. Leave of Absence: A regular teacher may be granted leave of absence without pay for such period as may be granted in the discretion of the superintendent and in accordance with any rules and regulations that may be adopted by the governing board of the administrative unit, and such leave of absence may be extended, in accordance with such rules and regulations, provided such leave or extension of leave shall not be for a longer period than the current school year. In case of leave of absence granted a regular teacher, the name of the new regular teacher in such case shall be listed on the operating budget, and the salary check for the new regular teacher in accordance with such teacher's certificate rating."



# LAWS, RULINGS, AND OPINIONS

## Sale of School House Property

*Reply to Inquiry:* I acknowledge receipt of your letter, enclosing letter from Superintendent .....

..... County Schools, ....., North Carolina, setting out certain facts relative to the desire of the Board of Education of ..... County to either sell or lease a three room school house in the ..... School District. He inquires as to whether or not this school property may be sold at private sale for the purposes and on the conditions set out in his letter, or if the property may be leased.

I know of no objection to the Board of Education of ..... County leasing this property if it finds that the property is not necessary in conducting the schools of the County.

As to the sale of the property, I refer you to Section 5470 subsections (a) and (b). I know of no authority to sell school property at private sale. The only statutory authority for the sale of school property is Section 5470 (a), which requires school property to be sold at Public auction after advertising the property for the period of time and in the manner prescribed for sale of real estate under deeds of trust.

However, Section 5470 (b) provides that after the sale of property has been held as provided in Section 5470 (a), and upon finding that the property at such sale brought an inadequate price, the Board of Education may refuse to confirm the sale and may later sell it at private sale if a larger sum is offered than at the public sale.—Attorney General, October 13, 1943.

## Maintaining Discipline on School Buses

*Reply to Inquiry:* I acknowledge receipt of your letter, enclosing a letter from Superintendent ..... of ..... County Public Schools, in which he sets out in detail the facts and circumstances surrounding an altercation which took place on school bus No. ...., driven by .....

It seems to me that the school authorities have responsibility of maintaining discipline on the school buses similar to the responsibility of maintaining discipline on the school campus during recess and periods immediately preceding the opening of school and immediately after the closing of school, while the pupils are congregated on the school grounds.

Under the facts and circumstances set out in Superintendent ..... letter it seems that he would not only be justified, but I think it is his duty to see that necessary steps are taken leading to the prosecution of the guilty parties in bringing about and entering into

the affray on the bus. I do not think it necessary to employ private counsel to prosecute the defendants, but suggest that he turn the matter over to the Solicitor of the Recorder's Court for prosecution.—Attorney General, October 23, 1943.

## Compulsory Vaccination for Smallpox and Diphtheria

*Reply to Inquiry:* Receipt is acknowledged of your letter enclosing letter from Superintendent ..... of the ..... Public Schools, in which he inquires as to his authority and duty with reference to the enforcement of a rule which the Board of Health of ..... County has made requiring all pupils in ..... County Schools to be immunized against smallpox and diphtheria.

Section 7162 of Michie's NORTH CAROLINA CODE OF 1939, ANNOTATED, vests discretion in the county board of health to impose the requirement that children attending the public schools present certificates of immunity from smallpox either through recent vaccination or previous attack of the disease. It is further provided in this section that if any parent, guardian, school committee, principal or teacher shall permit a child to violate such a requirement of the aforesaid authorities, he or she shall be guilty of a misdemeanor and fined not less than \$10 nor more than \$50. This statute has been upheld by our Supreme Court in the case of HUTCHINS v. SCHOOL COMMITTEE, 137 N. C. 68, and in the case of MORGAN v. STEWART, 144 N. C. 424. A similar statute has been upheld in the Supreme Court of the United States in the case of JACOBSON v. MOSS, 197 U. S. 10, 49 L. Ed. 643. See also ZUCHT v. KING, 260 U. S. 174, 67 L. Ed. 194.

Section 7169 (1) of Michie's NORTH CAROLINA CODE OF 1939, ANNOTATED, provides for the immunization of children against diphtheria. Among other things, the section provides that the certificate of immunization shall be presented to school authorities upon admission to any public, private, or parochial school in North Carolina. A willful violation of this section constitutes a misdemeanor, punishable by a fine of not more than \$50 or by imprisonment for not more than 30 days, in the discretion of the court. There is a proviso added to this section to the effect that it shall not apply to children whose parent or parents or guardians are bona fide members of a religious organization whose teachings are contrary to the practices herein required and no certificate for admission to any public, private, or parochial school shall be required as to them.

Section 5545 of Michie's Code provides, "It shall be the duty of teach-

ers, principals, superintendent, committee, and all other governing boards having authority over the maintenance, support, and conduct of a public school to obey the rules and regulations of the sanitary committee or board of health for the protection of health in the districts."—Attorney General, November 18, 1943.

## Expulsion of Pupils for Failure to Salute Flag Unconstitutional

As a result of a decision of the United States Supreme Court handed down in June, 1943, it is unconstitutional for school boards to expel pupils from school because they refuse to salute the flag.

According to the decision, the rights of free conscience guaranteed to the people by the Constitution are rights superior to any rights possessed by the government, State or Federal. The Congress of the United States and the legislatures of the several states, as well as boards, bureaus, and agencies acting for them, cannot infringe upon the rights of free conscience guaranteed by the Constitution. If they do, it is the duty of the courts to interfere to protect the sovereign rights of the people.

In this decision, the Court reversed a decision on the same question handed down in 1940. Justice Frankfurter, who gave the opinion in the 1940 case, delivered the dissenting opinion in the 1942 case.

## Mint Director Asks For Circulation of Small Coins

The educators of the Nation are being called on by the Director of the Mint, Nellie Tayloe Ross, to assist in launching another nationwide drive to get idle coins back into circulation. "Small coins should not be hoarded," Mrs. Ross states, "but used, as a patriotic act, just as larger coins and currency are used in the market place." Furthermore, Mrs. Ross suggests that where coins are accumulated as a measure of thrift, they should be substituted as soon as possible for War Savings Stamps.

A similar campaign of inducing the public to return small coins to circulation was conducted last year. The purpose of these drives on the part of the United States mint is to conserve those metals used in the making of coins in order that as much as possible might be used in the manufacture of essential implements of war.

"The schools and colleges offer an excellent medium through which to reach young people and their families at home," Mrs. Ross says. "The response to the first appeal," she further states, "was most gratifying."



## From the Past

### 5 Years Ago

"North Carolina Occupations" is the title of a bulletin recently issued by the North Carolina Vocational Guidance Association.

During the week of November 28-December 3 a rather thorough survey of the Raleigh schools was made by a group of visiting educators.

The leaders in the departments of Vocational Agriculture and Home Economics of the Bethany High School organized the Bethany Youths Vocational Club during the summer of 1938.

The First Aid Courses recently started by the WPA Education Division, in collaboration with the American Red Cross and the WPA Safety Division, are proving very popular.

The Commission authorized by the General Assembly of 1937 to study the State's program for colored schools made its report to the Governor a few days ago.—*Public School Bulletin*, December, 1938.

### 50 Years Ago

#### SUPERINTENDENT'S RECOMMENDATIONS AND REMARKS

". . . . . I make the following formal recommendations:

"*First.* I recommend the levy of more taxes direct by the Legislature for the support of the free public schools."

"*Second.* I recommend that Section 2654 of The Code, as amended by Section 44, Chapter 199, Laws of 1889, be amended in such way as will make it easier to have an election in each township, city or town on the question of local taxes for schools, and I recommend further, that Section 2655 of The Code be amended in such way as to increase the rate of local taxes for public schools.

"*Third.* Chapter 200 of the Laws of 1889 Appropriated \$4,000 for Teacher's Institute work in the State. . . . .

"We ought to have a Teacher's Institute, conducted by a first-class teacher and wise trainer of teachers, in each county each year. This will bring opportunities to teachers of the public schools which they cannot have elsewhere, for the simple reason that the larger number of them cannot go from the home county to seek opportunities. I recommend that the Legislature supply this need by an appropriation sufficient to meet it. . . . .

"*Fourth.* I recommend that the school system in other respects be left intact as it now exists. It is as good as the systems of most other States, if the recommendations in reference to increase of funds for school purposes by general and local taxation be carried into effect by the Legislature. . . . . John C. Scarborough, State Superintendent of Public Instruction—Biennial Report of the State Superintendent of Public Instruction of North Carolina, 1892-1894.

## The Great Teacher

The great teacher brings to his business accurate and wide knowledge, an informed technique, intelligence, energy, initiative, adaptability, common sense, high standards of personal character and personal achievement, singleness of purpose, sympathy, a rich social background, and a convincing sincerity of personality.

- (1) The great teacher never stops studying his subject.
- (2) The great teacher establishes a personal as well as professional relation with his students.
- (3) Whatever the great teacher may be teaching, it is for him a window through which he looks out upon the whole universe.
- (4) The merchandising of information will never seem to the great teacher his main purpose.
- (5) The great teacher will not feel that he has failed if one of his students fails, but only if the student has not wanted to succeed.
- (6) The great teacher will not think it beneath his dignity to pay attention to the art of presentation.
- (7) The great teacher will never speak of his classroom work as routine teaching.
- (8) The great teacher will be an inspiration without sacrificing a rigid idealism of fact and idea.
- (9) The great teacher has a gracious spirit and a tonic gayety of mind because, first, he conceives teaching as an exhilarating enterprise, and, second, because he approaches his task with a sense of confidence.—Glenn Frank.

## New High School Teaching Material Published

"Some Dangerous Communicable Diseases" is the title of a short unit of study in health education for senior high schools and junior colleges, just published by the American Social Hygiene Association. Available in pamphlet form accompanied by a number of visual teaching aids, it sets forth simply and clearly what every young person ought to know about syphilis and gonococcal infections, as well as giving particular attention to tuberculosis. Local tuberculosis associations are requested to aid in promoting the wide use of this important and timely material in the high schools and junior colleges within their areas. Orders should be placed directly with the American Social Hygiene Association, 1790 Broadway New York, 19, New York.

## From the Press

*New Hanover.* H. M. Roland, superintendent of schools, said Monday (Nov. 8) that there were no teachers in the New Hanover County system with substandard qualifications, and that therefore none of the New Hanover personnel would be affected by the State's new pay raise for teachers holding Class C and Elementary A and B certificates.

*Lenoir.* Two 40-foot flag poles will be officially presented to Lenoir elementary schools by the Dysart-Kendall Post of the American Legion on Armistice Day, one to the West Lenoir School and the other to the East Harper School.

*Salisbury.* The urgent need of Salisbury's schools, the importance of adequate training for postwar problems, the necessity of maintaining high standards and constantly improving educational facilities have been set forth by a number of leading citizens in endorsing the special school election here on Tuesday, November 30.

*Chapel Hill.* In a special session Friday afternoon, the Chapel Hill Board of Education decided to alter existing school hours from the present "short schedule" in which school opens at 8 o'clock and closes at 1 o'clock to one in which the school will open at 8:45 and close at 3:15 with an hour for lunch.

*Greensboro.* Educational programs on all levels will of necessity be adjusted to the demands of a new postwar socio-economic order in meeting major changes, long overdue when World War II began, and only accentuated by the great conflict, Dr. Frederick G. Nicholds, head of business education in the Harvard Graduate School of Education, declared at a conference on postwar problems in business education held today (Nov. 12) at Woman's College.

*Carteret County.* Speaking at the regular meeting of the Carteret N. C. E. A. on Friday afternoon (Nov. 5) at 2 o'clock in the auditorium of the Beaufort Schools, Hon. D. L. Ward reviewed the State's progress in education since 1933, noted the increasing recognition given education among the State's constructive forces by legislators and predicted increased support and recognition of educational forces in the future.

*Hertford County.* The people of the Murfreesboro Community should be congratulated on the construction of a cannery on their school grounds and the series of demonstrations which have been carried on there for the past several weeks. — Editorial in Jackson NEWS, November 11, 1943.



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# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

January, 1944

Number 5



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Food tastes good in pleasant company and surroundings

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar for January .....	2
Cover Picture .....	2
Editorial Comment .....	3
Child Feeding Program Shows Rapid Growth .....	4
Information for Home Economics Teachers .....	4
Public Schools Exempt From Transportation Tax .....	4
Equipment and Supplies Emphasized in Gaston Schools .....	4
Demonstration Institutes on Physical Fitness Announced .....	5
Vocational Education Division Headed by T. E. Browne .....	5
Wayne Supt.'s. Suggestion Developed by N. E. A. ....	5
Morganton Schools Test Pupils Hearing .....	6
Directory of Private Business Schools .....	6
Perry Granted Doctor's Degree .....	6
Series of Teachers' Meetings Held in Person County .....	6
Aviation Kit Available to Primary Teachers .....	6
Rockingham Victory Corps Sponsors Scrap Drive and Stamp-Bond Sales .....	6
Greensboro Schools Buy Stamps and Bonds .....	6
State Victory Corps Program Shows Good Results .....	6
Governor Broughton Advocates Study of Negro Schools .....	7
Yelton Ordered to Active Duty .....	7
More Schools Provide Guidance Service .....	7
Committee Recommends Modus Operandi for Enforcement of Compulsory Attendance Law .....	7
Driver Education Courses Given This Year .....	7
State School Facts — Vocational Home Economics .....	8-9
Student Opinion Speaks Up .....	10
Servicemen's Education Bill Introduced in Congress .....	10
A Bill—S.1509 .....	10
Home Economics Student Clubs are Organized .....	11
College Conference Committee Adopts Resolution Regarding Osborn Report and S.1509 .....	12
Harnett Board Adopts Resolutions on Bible Teaching .....	12
Annual Debate Subject Chosen .....	12
Allotments for Clerical Assistants Handling Textbooks Increased by Board .....	12
Women's Careers Through Home Economics .....	12
Home Economics Is A Popular Elective Course .....	13
Tar Heel Educators—Elisha Mitchell .....	13
N. C. High Schools Become Members of Southern Association .....	14
State Standard Salary Schedule for Teachers, 1943-44 .....	14
Laws, Rulings, and Opinions .....	15
Objectives Set for Child Feeding Program .....	15
From the Past .....	16
Neglected Weapon (box) .....	16
From the Press .....	16

STATE OF NORTH CAROLINA  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH

January 1, 1944

*To Superintendents, Principals and Teachers:*

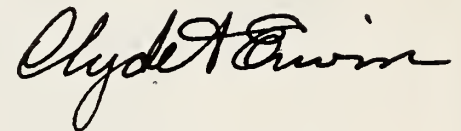
*Early this year our National Government will conduct a "Fourth War Loan Drive" in order to raise funds by the sale of bonds and stamps for prosecuting the War in which we are now engaged. I am sure that each of you realizes the connection between the schools and this drive. You are aware of the fact that the United Nations must win this War if the public schools survive. You also know that the schools have already contributed to the war effort in many ways. The Government is not unmindful of the contributions made so far by school children and school employees in helping bring this great conflict to a speedy close and thus helping to prevent the loss of as many as possible of those actually engaged in it.*

*We are to be called on to do more, however. The drive this year, I understand, will emphasize thrift, and will be directed especially to the rural folk. Some of these groups, notably F.F.A. and 4H Clubs, have already done a magnificent job in purchasing bonds and stamps. There are yet some unorganized areas that should be covered, and all extra new money made by farm boys and girls and their parents this year should be invested in bonds and stamps as a measure of thrift, as an aid in holding the line against inflation on the home front, and for the specific purpose of helping purchase the materials necessary for winning the war.*

*When this new drive is announced, I hope each of you will cooperate to the fullest extent possible. Every teacher, principal and superintendent should participate actively in the campaign and every effort should be put forth to exceed any goals heretofore reached. After all we are being asked to save, to invest, whereas our "boys" are giving up their jobs, leaving their homes and families, and in many instances their health and happiness. There are those, too, who are making the supreme sacrifice.*

*Let's not permit it to be said that the schools did not do their utmost also when the history of this conflict is written!*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for January

- 1—New Year's Day
- 6—Twelfth Day—Old Christmas
- 17—Benjamin Franklin's birthday
- 18—Daniel Webster's birthday
- 19—Robert E. Lee's birthday
- 21—Stonewall Jackson's birthday
- 30—Franklin D. Roosevelt's birthday.

### Cover Picture

This picture shows a group of nursery school children eating the noon meal under conditions conducive to their social and physical development. This particular situation was developed in Asheville, N. C. Seventeen administrative units in North Carolina have a total of 50 child care centers of this kind. See article, page 5. December, 1943. *Public School Bulletin*.



## North Carolina Public School Bulletin

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## Editorial Comment

### Vocational Home Economics Education

The home economics phase of the vocational education program is presented in this month's section of this publication headed "State School Facts." In this section we have presented a variety of facts showing its growth, its content, and its scope. The figures will be found impressive; but it should be pointed out since there are courses in home economics that are not aided by Federal funds, that they concern only *vocational* home economics. To get some idea of the total situation as it relates to instruction in home economics, the reader is referred to the article entitled "Home Economics Is a Popular Elective Course" printed elsewhere in this *Bulletin*. The reader will also find other related articles as well as a chart in regard to the broad program of homemaking education.

Surely one cannot help but see that home economics is a worthwhile course of instruction. It is broad in its scope and content, and as the reader will note is something more than "cooking and sewing" as some people seem to think. To our mind this program, when offered as complementary to the agricultural program, provides a type of instruction that over a long-term period will revolutionize farm-family living. This particular program of home economics is offered in many city schools; and judging from the number of students, mostly girls, who have elected home economics as one of their subjects of study, it appears to be very popular. With more recent emphasis in the country on the nutritional and health aspects of food, this course should prove even more popular in the future and the results should become widespread throughout the State.

## The Way Is Shown

There are nearly three times as many one, two, and three teacher Negro elementary schools in North Carolina as there are white, yet the population ratio of Negro and white people is just the reverse. In 1941-42 there were 500 white and 1,479 Negro elementary schools having one, two and three teachers.

If the size of Negro schools were determined by the same standards as those set up and followed for the white race, then based upon population ratio there should be only 200 Negro elementary schools of this size. That means that there are nearly 1,300 more small Negro schools than there should be. That means further that in order to decrease the present number of Negro schools that there shall be consolidation of existing schools. In turn that means that new and larger buildings and in some cases transportation must be provided. And this brings us to the implications of the governor's recommendation, when he appeared before the State Board of Education last month, that a committee be appointed to survey and study the situation with regard to this very question and to report its findings to the General Assembly of 1945.

It is pretty well-known what the findings will be. It is also known what the needs are. The question will boil itself down to what will be done and what can be done. If a countrywide plan as regards Negro education in each county is made, if a program for putting into effect the plans is agreed upon, and if some financial assistance is provided for the erection of new buildings, then there is not only the hope but also the possibility that a new day is in store for the Negro youth of this State.

Governor Broughton is to be congratulated upon initiating the program. His pronouncement and general attitude on the subject of Negro education, it is already being said, "will take rank along side the best in the Aycock traditions of forty years ago." But Governor Broughton can't do everything necessary to bring about this proposed "new day" for Negro children. His term of office expires in January 1945. We must, therefore, convince his successor that the plan when drawn up must be put into effect. We, as educators, must convince the General Assembly that the proposed plan is feasible, is right and just. In the several units the boards of education and boards of county commissioners must be "sold" on the soundness of the proposition as it applies to their respective counties, and the press must assist in bringing the matter to the attention of the public.

Truly, Governor Broughton has shown the way. Will we as educators follow?

## S. 1509

Because we believe the bill carrying the above number is so important in its relation to post-war education, it is being printed in this issue of this publication. As the title indicates the bill provides "for the education and training of members of the armed forces and the merchant marine after their discharge or conclusion of service, and for other purposes." The bill as drawn includes training at elementary and secondary schools as well as other approved special schools and institutions of college rank. In other words, the provisions of the bill are broad in their scope of the types of training that may be provided at Government expense.

Since this bill has the support of the President—in fact was prepared at his request on the basis of the report of a committee which he appointed — and furthermore has the approval of educators generally in its broad provisions, it is believed that the bill, with perhaps amendments and minor particulars, will become law.

We believe that this is as it should be. Many of the men and women, who are now serving their country in uniform, left school before their formal education was completed. Others, perhaps, will not realize the importance of adequate training until they are discharged from the armed forces. Still others will not have the financial means for pursuing a further period of training. A monthly salary of \$50 provides a very small margin, if any, for savings.

It is, therefore, right and proper for those of us who have stayed on our jobs to help through taxation those who have sacrificed their time and opportunity for further advancement to in some measure recoup the losses they have entailed caused by a stoppage of their formal training. The passage of the bill will enable its provisions to be applied now to those who have already been discharged from the services. In addition it will increase the morale of those now in uniform as well as those who join the armed forces in the future. We are of the opinion, therefore, that since the bill includes such broad educational implications, Congress should pass it as soon as possible.

## Our Columns Are Open to You

Do you wish to be quoted? If so, and you have a point to make concerning the schools and their operation, let's have your statement. The columns of this publication are open to anyone who has something to say which it is believed will help to improve public education. If enough interest is developed we will be glad to add an "Open Forum" column.



## Child Feeding Program Shows Rapid Growth

Approximately 475 schools have been approved and consequently aided financially in serving more than 1,250,000 lunches from September, when the program began, to the middle of December, when this publication went to press. An average of 2,716 lunches per school were given aid in the form of financial reimbursement based on the type of lunch served.

The Child Feeding Program, which is sponsored by the State Department of Public Instruction, has been developed in cooperation with the Food Distribution Administration as a part of the nation's war and food program. The program has two purposes in view: (1) to insure that school children get at least one nutritious meal; (2) to aid farmers in developing better domestic markets for their commodities.

Reimbursement of funds is paid to schools which meet certain minimum requirements. The maximum reimbursement is based on the need of the school as shown by the application for aid. These maximum payments are based on the type of lunch served and range from nine cents for a complete lunch to two cents for milk only.

Reimbursement is made to schools through superintendents for the following kinds of foods: milk and cheese, fresh and processed vegetables, eggs, soybean products, butter, oleomargarine, lard and cooking fats, fruits (fresh and dried), fresh meat and poultry, dried peas and beans, peanuts and peanut butter, and whole grain cereals and enriched flour.

Schools make their applications for assistance with the local superintendent.

## Information for Home Economics Teachers

Material on "How to Buy and Care for Terry Towels" may be secured without cost by teachers of home economics from Cannon Mills, Inc., 70 Worth St., New York. The complete kit or course includes the following: A 10-page Teacher's Manual, arranged for planning and teaching towel lessons, 3 wall charts (22x34), and a conservation booklet entitled "How to Make Towels Last Longer." Copies of this latter booklet in sufficient quantity for the pupils enrolled in home economics courses may be had upon request.

The Cannon Mills plant, as every North Carolinian should know, is located at Kannapolis, N. C. It is the largest manufacturing plant of its kind in the world, and has the reputation of making fine quality towels and sheets.



Better school lunches at less cost for more children are being provided by the Food Distribution Administration under the Child Feeding Program sponsored by the Department of Public Instruction. The Type A, or complete lunch with a glass of milk, provides from one-third to one-half the day's nutritive requirements for each child. Approximately 63,000 children throughout the State received daily lunches last fall, according to Mrs. Louine Moore, State Supervisor of the Child Feeding Program.

## Public Schools Exempt From Transportation Tax

In a recent letter W. Z. Betts, Director of the Division of Purchases and Contract, advised State Departments, Institutions and the public schools that the Federal 3% transportation tax did not apply after December 1, 1943. Mr. Betts suggested that all invoices be checked carefully to see that this tax is not added.

"The Act heretofore had been construed by the Bureau of Internal Revenue as only exempting amounts paid for transportation directly by Governmental Agencies," Mr. Betts said.

"The full text of the new act is as follows:

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 3475 (b) of the Internal Revenue Code (relating to the tax on the transportation of property) is amended to read as follows:

“(b) GOVERNMENT TRANSPORTATION.—The tax imposed under this section shall not apply to amounts paid for the transportation of property to or from the Government of the United States, or any State, Territory, or political subdivision thereof, or the District of Columbia, or to amounts paid to the Post Office Department for the Transportation of property.”

“Sec. 2. The amendment made by section 1 shall take effect with respect to amounts paid, on and

after the first day of the first month which begins more than ten days after the date of the enactment of this Act, for the transportation of property on and after such first day.”

## Equipment and Supplies Emphasized in Gaston Schools

Particular attention is being given to the matter of adequate teaching equipment and instructional supplies by Supt. Hunter Huss of the Gaston County administrative unit, so states A. B. Combs, Assistant Director of Instructional Service, who recently returned from a survey of the high schools of that county. For several years, Mr. Combs reports, Supt. Huss stressed the importance of adequate equipment and supplies for the elementary schools; and much progress has been made, particularly in the field of supplementary reading material and library books, in supplying the needs of these schools.

From a recent visit to that county by Mr. Combs, who was accompanied by Mrs. Mary Peacock Douglas, State School Library Adviser, it was learned that emphasis this year is being placed upon the equipment needs of the high schools, with special attention being given to the library and laboratory needs of the high schools visited. Nine high schools were checked by these two State Department officials, and recommendations were made that the necessary instructional equipment and supplies be secured where needed.



# Demonstration Institutes On Physical Fitness Announced

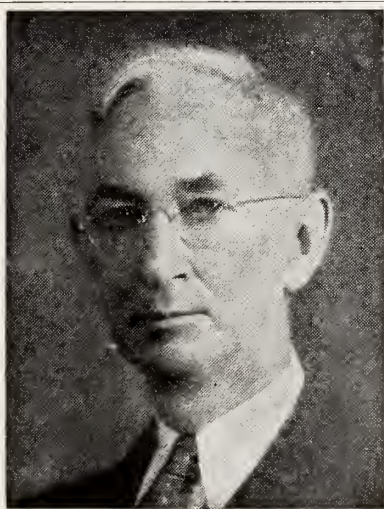
A series of institutes in which demonstrations will be given in wartime physical fitness to the high schools of the State was recently announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction. These institutes or clinics will be conducted throughout the State at 35 selected places beginning January 6 and ending February 25.

It was suggested by Dr. Highsmith that each school be represented by the principal, if possible, one or two teachers, and from three to six student leaders. The staff for conducting the institutes will consist of Charles E. Spencer, Adviser in Health and Physical Education, R. J. Andrews, Victory Corps Coordinator, from the State Department staff, and a woman teacher of physical education from Meredith College, Woman's College, the University at Chapel Hill, or East Carolina Teachers College.

Each institute will consist of a program beginning at 10 o'clock and adjourning at 2:30. The program will include an introductory statement by the superintendent on the needs of physical education; a statement of procedures of the clinic; and demonstrations in the teaching of rhythmic; class organization, calisthenics, ranger activities and grass drills; the teaching of combatives; the teaching of tumbling; and the organization and teaching of games and sports for boys and girls.

The schedule of the institutes, giving date and county in which each will be held, is as follows:

January 6—Thursday. Wake  
January 7—Friday. Harnett  
January 10—Monday. Forsyth  
January 11—Tuesday. Edgecombe  
January 12—Wednesday. Halifax  
January 13—Thursday. Northampton, Rockingham  
January 19—Wednesday. Cumberland  
January 19—Wednesday. Iredell  
January 20—Thursday. Wilkes  
January 21—Friday. Johnston  
January 24—Monday. Burke  
January 25—Tuesday. McDowell  
January 26—Wednesday. Madison  
January 27—Thursday. Rutherford  
January 31—Monday. Montgomery  
February 1—Tuesday. Union  
February 2—Wednesday. Moore  
February 3—Thursday. Guilford  
February 4—Friday. Randolph  
February 7—Monday. Sampson  
February 8—Tuesday. Robeson  
February 9—Wednesday. Duplin  
February 10—Thursday. Cleveland  
February 11—Friday. Gaston  
February 14—Monday. Davidson  
February 18—Friday. Durham  
February 19—Saturday. Franklin  
February 21—Monday. Bladen  
February 22—Tuesday. Columbus  
February 24—Thursday. Mecklenburg  
February 25—Friday. Catawba



T. E. BROWNE

## Vocational Education Division Headed By T. E. Browne

The North Carolina Division of Vocational Education of the State Department of Public Instruction through which the Federal program of vocational education has been administered has been under the direction of T. E. Browne from its inception in 1917 to the present time. Mr. Browne was recently named as one of the five persons from North Carolina for inclusion on the "Honor Roll" of the pioneers of vocational agriculture in the United States. The other four persons from North Carolina cited for this honor are J. Y. Joyner, former State Superintendent of Public Instruction; Leon E. Cook, Professor of Agricultural Teaching at N. C. State College; Clarence Poe, Editor of the *Progressive Farmer*; and Roy H. Thomas, State Supervisor of Agricultural Education of the Division of Vocational Education, State Department of Public Instruction.

The citation covering Mr. Browne was written by Professor Cook, and reads as follows:

"BROWNE, Thomas Everette. Born in Hertford County, North Carolina, 1881. Reared on an eight hundred acre farm which he still owns and takes great pleasure in operating through a farm manager. Degrees: A. B. Wake Forest 1902; M. A. Teachers College, Columbia University 1925. Began teaching

high school subjects in 1902; then in succession became County Superintendent of Schools in his home county, Lecturer at Farmers' Institutes, County Farm Demonstration Agent, and District Agent in Farm Demonstration work. Called to Raleigh in 1913 to become Assistant Farm Demonstration Agent in charge of Boys and Girls Club Work, and a little later State Supervisor of Farm Life Schools. Following the passage of the Smith-Hughes Act in 1917 was made State Director of Vocational Education and the same year was appointed head of the newly created Department of Vocational Education for the training of teachers at North Carolina State College. Director of the Summer School for several years. After University consolidation became Director of the Division of Teacher Education at North Carolina State College. President National Association of State Directors of Vocational Education for one year. As a member of scores of state and national committees concerned with the whole program of vocational education and related agencies has made significant contributions, and exerted an influence possible only in the leader. A pioneer and arch promoter of vocational education in North Carolina. Eminently successful in public relations—with lawmakers, school officials, and the people at large. Able administrator and popular speaker. Has a vast personal acquaintance and enjoys mingling and working with people. Respected and loved in all his connections."

## Wayne Supt's. Suggestion Developed by N. E. A.

At the suggestion of Supt. J. W. Wilson, Wayne County, the National Education Association has assembled a group of patriotic pieces into a single Personal Growth Leaflet, No. 297, entitled "Patriotic Selections for Memorizing, Grades I through IX." This single leaflet contains the following:

Grade I—The Pledge to the Flag  
Grade II—There Are Many Flags  
Grade III—Our Flag, Young America  
Grade IV—America  
Grade V—The American's Creed, The Star-Spangled Banner  
Grade VI—America the Beautiful, Preamble to the Constitution  
Grade VII—The Ship of State, God Give Us Men  
Grade VIII—Patriotism, High Flight  
Grade IX—A Prayer for America

Leaflets are one cent each in quantities of 25 or more, cash with order. No order accepted for less than 25c. Order from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.



## Morganton Schools Test Pupils Hearing

The Morganton city schools recently completed a series of hearing tests which showed that 17 pupils have considerable or serious hearing losses in one or both ears. These tests, it is learned from Superintendent W. S. Hamilton, will be repeated annually.

According to Supt. Hamilton the results of these first year's tests show that they have far reaching significance not only in the welfare of the students, but in the efficiency of the whole instructional program. Next year, he states, a similar program of vision tests will be conducted.

The recently conducted hearing tests were made with the assistance of a representative from the State Board of Health with follow up tests being done by a trained worker from the North Carolina School for the Deaf.

The original tests covered 1,384 children. Of this number 124 were tested a second time and 57 were found to have a hearing loss of over nine percent. Fifty of this 57 were tested individually with the following results: 21 were found to have almost normal hearing or very slight losses; 12 were found to be below normal in one or both ears; and 17 were found to have "considerable or serious hearing losses in one or both ears."

## Directory of Private Business Schools

A Directory of all private business schools in the United States giving data regarding the faculty, courses of study, equipment, etc., of each, has been prepared and is now available upon request to all superintendents, high school principals, vocational advisors and guidance officers in high schools. This Directory contains 84 pages and was prepared primarily for use by the various governmental agencies in the present war emergency training program. A copy of the Directory may be secured, without cost, by addressing a request to the War Emergency Council of Private Business Schools, 839-17th Street, N. W., Washington 6, D. C.

## Perry Granted Doctor's Degree

H. Arnold Perry, Associate in the Division of Instructional Service of the State Department of Public Instruction, has been granted the degree of Doctor of Education by Columbia University. Dr. Perry's problem dealt with "State Leadership in the Improvement of Instruction in North Carolina."

Dr. Perry came with the Department in 1937. Prior to that time he was principal of the Woodrow Wilson Elementary School in Kannap-

olis. He had other successful experiences as principal of the South Rosemary School at Roanoke Rapids and the Willow Springs Elementary School in Wake County. He took his undergraduate training at Duke University, where he received the Bachelor of Arts degree in 1926. The Master of Education degree was earned by him at the same institution in 1933.

## Series of Teachers' Meetings Held in Person County

A series of meetings at which consideration was given to the problems of classroom instruction especially as they relate to the war situation was held on December 7-9 by the teachers and principals of the Person County schools. The meetings were arranged by Supt. R. B. Griffin and at his invitation two State Department officials, A. B. Combs and Hattie S. Parrott of the Division of Instructional Service, led the group discussions and visited the schools during the period of the meetings which were held after school hours. The schedule of meetings were as follows:

December 7 at 7:30 P. M.—Meetings of high school and elementary teachers from the Negro schools.

December 8 at 4:00 P. M.—Meetings of the high school teachers and the primary teachers.

December 9 at 4:00 P. M.—Meetings of the high school principals and the grammar grade teachers.

## Aviation Kit Available To Primary Teachers

An aviation kit of pictures, stories and activities for primary teachers and pupils is available from the Department of School and College Service of the United Air Lines Transport Corporation, 23 E. Monroe Street, Chicago. Included in this kit is copy of "The Nebraska Aviation Education Program," which gives information concerning the instructional materials in aviation available for use in the elementary and secondary schools of that state.

## Rockingham Victory Corps Sponsors Scrap Drive and Stamp-Bond Sales

The drive to collect scrap paper and metal by the Victory Corps of Rockingham High School has resulted in the collection of 1182½ pounds of tin, 3,526 pounds of scrap metal and 19,362 pounds of scrap paper. As the result of another campaign sponsored by this same organization the sale of \$2,911.50 worth of war savings stamps and bonds was made on Pearl Harbor Day.

The membership of the school, grades 7-12, participating in these drives is 764. Kate Finley is the principal.

## Greensboro Schools Buy Stamps and Bonds

That the schools of North Carolina are participating in the Federal Treasury drive to sell stamps and bonds to help finance the war is evidenced by the results of the campaign conducted recently in the Greensboro City Schools. The stamps and bonds sold in the 21 public schools of this unit from September 7 to December 1 of last year amounted to \$55,348.38. Of this amount the 13 white schools sold \$48,705.91 worth, whereas the 8 Negro schools sold a quantity which realized \$6,642.47.

## State Victory Corps Program Shows Good Results

Incomplete reports from high schools having organized Victory Corps Programs during the school year 1942-43 show that high school students can aid materially in the war effort.

A report on the final results for the State as a whole made recently by Ralph J. Andrews, State Victory Corps Coordinator of the State Department of Public Instruction, indicates that more than 72,000 high school students participated in this wartime high school organization. These students, the report shows, were enrolled in all six phases of the program, as follows:

General Victory Corps.....	41,697
Land Service.....	4,672
Air Service.....	2,715
Sea Service.....	1,565
Production Service.....	7,656
Community Service.....	14,043

72,048

These figures included 55,362 white and 16,686 Negro students.

The various types of services in which students enrolled included the following:

Preflight aeronautics.....	3,053
Refresher mathematics....	6,218
Fundamentals of electric- ity .....	2,626
Fundamentals of radio.....	1,057
Fundamentals of ma- chines .....	2,061
Fundamentals of shop- work .....	7,274
Fundamentals of automo- tive machines.....	821
Physics.....	4,983
Military drill.....	569
Scrap drive.....	70,481
Bond and stamp sales.....	57,441
Group counseling.....	74,995
Individual counseling.....	32,373
First aid.....	5,953
Red Cross.....	44,421

In addition, it is estimated that approximately 80% of all boys, 16 years of age and over, took some form of in-school physical fitness work.



# Governor Broughton Advocates Study of Negro Schools

Recommendation by Governor Broughton that the State Board of Education appoint a committee to study the problem of consolidation of the State's Negro schools in order to provide more and better educational opportunities including agricultural and vocational training was made to that body at its regular December meeting. He further recommended that this committee make known its findings to the 1945 general assembly.

The Governor termed the Negro's educational opportunities as inadequate to meet their present needs, and advocated that plans be drawn up now for a long-term program to be begun when physical equipment becomes available and when our Negro soldiers and sailors come back home.

Stating that there are a million Negroes in North Carolina, the Governor said that after the war these citizens of the State should be afforded an equal chance of education "both in the school rooms and in agricultural, vocational and other endeavors."

As a background for his recommendation the Governor cited something of what has already been done for Negro schools, but also pointed out some further needs.

Speaking of the salary differential between white and Negro school teachers, the Governor said:

"In 1938, white teachers were being paid a maximum salary of \$133.33 a month, compared with \$100 for Negroes. This year—the 1943-44 fiscal year—salaries of white teachers remain approximately the same, but those of Negroes have been increased to a maximum of \$125."

"I expect that the 1945 General Assembly will provide for the leveling off of this differential. More than any other State, North Carolina has recognized the justice of equal pay for all teachers, and the day is coming when such equalization will be realized."

The Governor said consolidation of Negro schools in one-fourth of the State's 100 counties already had been brought about, but added:

"There still are too many one, two and three-teacher schools in the State, many of them entirely inadequate in physical equipment to serve the large numbers of Negro children enrolled. Racial harmony is at stake in the matter of seeing that improvement is made in this field."

He said that agricultural and health agencies already have been asked to work out long-term programs for the betterment of the Negro race.

## Yelton Ordered To Active Duty

Nathan H. Yelton, comptroller for the State Board of Education, was ordered to report to Fort Custer, Michigan, on December 26 for active duty in the armed services. Mr. Yelton volunteered as a member of

the armed forces early last fall and had been given a captain's rating subject to call. He was ordered to report at one time, but at the request of the State Board the date was postponed until notified. That notice came just before Christmas.

Mr. Yelton succeeded Lloyd Griffin as Executive Secretary of the State School Commission in 1941. That organization, under a recent amendment to the Constitution, was taken over by the newly created State Board of Education, which appointed Yelton as the Comptroller to handle its fiscal affairs. No successor has been appointed to succeed Yelton as yet.

## More Schools Provide Guidance Service

The percentage of schools having at least one person doing individual counseling increased from 22 percent in 1939 to 51 percent in 1943, it is disclosed from a recent report on guidance practices in North Carolina high schools for 1942-43. This report includes a chart indicating the progress made in certain phases of guidance from July 1939, when the first survey was made, through May 1943. The report was prepared by S. Marion Justice, formerly Supervisor of Occupational Information and Guidance of the State Department of Public Instruction and now on leave in the armed services.

Other encouraging facts in this report are that 45 percent of the high schools in North Carolina have organized files for information on occupations and further training opportunities, and that 62 percent of the 959 high schools reporting have some kind of cumulative record.

The present State Supervisor, Ella Stephens Barrett, says, that while few schools have organized guidance programs, many have unorganized activities adapted to their respective needs and resources; and others, having done little or no work in this field, are initiating or expanding guidance services.

"A number of schools," she states, "have selected guidance as a theme for study during the coming year. Requests for assistance from the Occupational Information and Guidance Service in the development of guidance programs are increasing. These are further evidences that guidance is being recognized as a vital school service."

## Committee Recommends Modus Operandi for Enforcement of Compulsory Attendance Law

The committee recently appointed jointly by State Superintendent of Public Instruction Clyde A. Erwin and Mrs. W. T. Bost, State Commissioner of Charities and Public Welfare, has included in its report as the main recommendation a "Modus Operandi for the Enforcement of the Compulsory Attendance Law." The report also includes recommendations for some changes in the "Rules and Regulations" of the State Board of Education concerning compulsory school attendance, a revision in the forms used in connection with the enforcement of the law, the revision of the present *Compulsory School Attendance* bulletin, and the suggestion that a "State-wide Campaign to Secure Better School Attendance" be initiated by the State Superintendent of Public Instruction.

The "Modus Operandi" recommended by the committee for adoption would be an additional feature of the bulletin to be revised and issued by the State Superintendent. It sets forth the specific duties of teachers, principals, superintendents, and attendance officers with regard to the compulsory attendance law and under the "Rules and Regulations" of the State Board of Education. The step-by-step procedure for each of these persons is clearly outlined.

## Driver Education Courses Given This Year

Incomplete returns from county and city administrative units show that 400 schools will have driver education in their curricula this year—315 white, 2 Indians, and 83 Negro. Several of these units indicate that such courses will be offered in all of their schools.

A revised edition of the book "Man and the Motor Car" has been selected as the basic textbook for this course. This book will be made available through the Textbook Division of the State Board of Education to school units having a surplus in their textbook fund. Others may secure copies of this book at 60c per copy from the Division of Publications of the State Department of Public Instruction.

These courses in driver education are a direct outcome of the driver institutes held throughout the State last October and November, following a request from military authorities that driver education courses be put into the high schools for the training of drivers of motor vehicles for the armed forces.

The driver education program in this State was initiated at the instance of Governor J. M. Broughton, who invited officers of the Quarter-

(Continued on page 10)



# STATE SCHOOL FACTS

# Vocational Home Economics

This is the third in a series of papers concerning vocational education. This particular paper concerns vocational home economics education. Vocational education as it was defined in the first number (November) of this series is used to describe that type of instruction which is supported under the law in part by Federal funds. In view of the fact that in some schools instruction is provided by home economics teachers who do not receive any part of their salaries from Federal funds, it is necessary to make this distinction. This paper, therefore, concern *vocational* home economics only.

This program got under way in 1918-19, simultaneous to that of the vocational agriculture program and subsequent to the passage of the Smith-Hughes Act by Congress.

This program has for its purpose the training for homemaking. Although the program is planned for a three-year period, most students elect to take a two-year course.

The curriculum includes units in food, health, clothing, child care and training, home management, house furnishings, consumer education, care of the sick in the home, family relationships, and application of the arts and sciences to the home. With family life disrupted on account of the men serving with the armed forces and many of the women working outside the home, the girl in school has had to assume a larger share of homemaking activities. It is very necessary that she

### III. Vocational Home Economics Education Summary, 1942-43

Summary of 1912-13		White	Negro	Total
1. All-day Schools—				
Number Schools .....	332	50	382	
Number Teachers .....	339	55	394	
Enrollment .....	24,285	4,916	29,201	
2. Part-time Classes—				
Number Schools .....	2	1	3	
Number Teachers .....	2	1	3	
3. Part-time Classes (Complete Program) .....				
Number Schools .....	1	1	2	
Number Teachers .....	1	1	2	
Enrollment .....	16	1	17	
Totals .....				
	334	52	386	\$169,443.01
Totals .....				
	336	53	389	\$170,963.32

know how to plan for the family needs—buy wisely, conserve food, clothing and household equipment to prepare food that insures strong healthy bodies, and to care for the sick in the home. These conditions provide an ideal situation for the home practice work of the student, which is required as a part of the vocational home economics course.

1. *Day Schools* for the regular high school students.
2. *Part-time classes* for out-of-school groups — “workers over 14 years of age who have entered upon employment and spend part of their time in school.”

19. Something of the scope, content, and extent of the program throughout the State for 1942-43 is shown in tables III, IV and V.

Table I

The vocational home economics program has passed through three growth stages, as table I shows, each governed by the allotment of Federal funds in support of the program.

8 Prior to 1929 the allotment of Federal money for this purpose was based upon the ratio of urban population in each state to the total urban population of the nation. North Carolina, having a small urban population, participated in a small way in funds for this purpose. These funds, however, plus funds from State and local sources, were distributed to a comparatively large number of schools in small amounts; but in the main such Federal funds that were available were used for conducting evening

IV. EVENING HOME ECONOMICS  
CLASSES, 1942-43

Classes	White	Negro	Total
<b>Foodstuffs:</b>			
Food Preparation	4	...	4
Food Nutrition	56	3	59
Food Cooking	3	...	3
Food Preservation	9	1	10
Food Conservation	7	3	10
Food Canning	1	...	1
Food Drying	48	1	49
Food Nutrition	4	6	10
Food & Nutrition	4	1	5
Food—Production, Conservation & Nutrition	3	1	4
Food—Processing	1	...	1
Food—Conservation & Processing of Food	1	...	1
Food for the Family	3	...	3
Food—Nutrition & Preservation	2	...	2
Food—Preservation & Nutrition	1	...	1
Food Canteen	4	...	4
Food Cross Canteen	1	...	1
Food Nutrition & Production	1	...	1
Food Canning the Family	2	...	2
Food Conservation of Food	1	...	1
Food Dehydration	1	...	1
Food Nutrition & Conservation	3	...	3
Food—Preparation & Nutrition	1	...	1
Food Planning & Service	1	...	1
Food Preparation & Service	2	...	2
Food Meal Service	1	...	1
Food Nutrition & Consumer	1	...	1
Food Education	1	...	1
Food Consumer buying & Nutrition	1	...	1
Food Rationing & Nutrition	1	...	1
Food Gardening	4	...	4
Food for Victory	1	...	1
Food Management	1	...	1
Food Social Servicing	1	...	1
Food Nutrition & Preservation	1	...	1
Food Nutrition of Food	2	...	2
Food Canning & Nutrition	2	...	2
Food Preserving	2	...	2
Food Processing & Drying of Fruits & Vegetables	1	...	1
Food Negro Food Problems	1	...	1
Food Planning & Preparation	1	...	1
Food Production	1	...	1
<b>Total</b>	<b>156</b>	<b>41</b>	<b>197</b>
<b>GRAND TOTAL</b>	<b>197</b>	<b>281</b>	<b>478</b>

## V. VOCATIONAL HOME ECONOMICS EDUCATION, 1942-43

[illegible]



[illegible]

# GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

YEAR	DAY SCHOOLS		EVENING SCHOOLS	
	Teachers	Enrollment	Teachers	Enrollment
1918-19	3	100		
1919-20	23	814		323
1920-21	55	1,650	20	595
1921-22	53	1,940	33	565
1922-23	81	2,831	27	747
1923-24	118	4,497	10	3,435
1924-25	140	5,552	229	3,925
1925-26	118	7,998	334	4,748
1926-27	202	9,720	310	5,249
1927-28	227	10,143	285	4,891
1928-29	239	11,227	267	3,501
1929-30	6	785	271	3,922
1930-31	17	1,667	194	5,596
1931-32	34	1,990	277	6,743
1932-33	37	2,184	284	5,376
1933-34	41	5,283	285	6,761
1934-35	87	6,737	355	6,707
1935-36	113	7,579	318	2,403
1935-37	117	15,756	96	3,666
1937-38	227	19,434	138	5,227
1938-39	271	20,981	175	4,718
1939-40	289	21,347	302	3,727
1940-41	296	26,003	193	4,812
1941-42	367	26,173	189	4,596
1942-43	304		192	

## APPENDIX 1. EXPENDITURES FOR VOCATIONAL HOME ECONOMICS—DAY SCHOOLS

YEAR	Local	State	Federal	Total
1925-26	\$ 57,839.65	\$ 68,003.65	\$ 12,629.35	\$138,472.65
1926-27	140,979.80	58,604.95	14,298.24	213,882.99
1927-28	137,850.35	65,110.56	13,582.62	216,543.53
1928-29	149,964.54	69,165.92	12,629.33	231,759.79
1929-30	151,500.20	54,963.45	19,538.28	226,001.93
1930-31	13,709.49	24,001.57	27,516.92	65,227.98
1931-32	16,884.93	22,551.47	37,198.16	76,634.56
1932-33	18,645.55	19,387.36	37,032.19	75,065.10
1933-34	17,444.25	14,861.62	64,593.49	64,593.49
1934-35	40,192.79	13,677.18	52,703.09	106,573.06
1935-36	71,211.21	23,525.94	54,429.87	149,167.02
1936-37	74,859.98	25,058.46	53,327.78	153,246.22
1937-38	45,963.37	91,924.67	146,816.12	284,704.16
1938-39	109,293.88	54,646.75	164,081.62	328,022.25
1939-40	116,116.41	74,373.27	168,231.74	349,121.42
1940-41	120,333.62	64,992.60	168,593.85	363,320.07
1941-42	148,007.47	140,479.28	168,601.92	457,088.67
1942-43	167,914.86	168,805.26	174,148.18	510,868.30



## Driver Education Courses Given this Year

(Continued from page 7)

master Corps from Camp Lee, Virginia, to present it to the State Board of Education. Assisted by these army specialists, experts from the New York University Center for Safety Education, the Preinduction Training Branch of the Fourth Service Command, the National Conservation Bureau, the National Safety Council, and the Office of the Quartermaster General in Washington, a plan for a State-wide Program of Driver Education was prepared in which the Highway Safety Division of the Motor Vehicle Department, the State Board of Education and the State Department of Public Instruction would promote.

The promotion of the plan for the State Department of Public Instruction has been under the immediate supervision of Ralph J. Andrews of the Staff of the Division of Instructional Service. Highway Safety field representatives are also available for assistance in the teaching of these courses.

## Student Opinion Speaks Up

"Are you in favor of a year's compulsory military service by 17 to 21-year-old boys after the war?"

The Institute of Student Opinion (sponsored by Scholastic Magazine) put this question to some 130,000 high-school students.

About half the boys said they favored such service; 45 percent objected to it; and, like so many adults, some had no opinion to express.

The girls on the other hand didn't like to see their brothers serve a full year. Fifty-nine percent of those questioned rejected the idea; 31 percent of the girls liked it; the remainder had no opinion.

Typical Yea: "High-school boys need the discipline of military training. It helps build strength and character."

Typical Nay: "What the world needs is more education and less drilling."

A bill calling for a year of military service by boys is now pending in Congress. Its sponsor, Andrew J. May, of the House Military Affairs Committee, was pleased with the results of the poll. He said: "I think the results demonstrate . . . the popularity of the proposal."

Note: A recent Gallup Poll on the same question showed 63 percent of those queried in favor of the proposal; 29 percent against it; and 8 undecided. Men and women were equally in favor of the plan.—*Edpress News Letter, December 4.*

# Servicemen's Education Bill Introduced in Congress

A bill "to provide for the education and training of members of the armed forces and the merchant marine after their discharge or conclusion of service, and for other purposes" was introduced in Congress on November 3, 1943, by Senator Thomas of Utah. The bill, S. 1509, based upon the recommendation of the Osborn Report, carried with it the President's approval and recommendation. It is reprinted elsewhere in this *Bulletin*.

The story of the Osborn Report goes back to November 13, 1942, when President Roosevelt, on signing a bill calling for the induction of 18 and 19 year olds, appointed a committee of educators and told them to plan the steps—

to enable young men whose education has been interrupted to resume their schooling and afford equal opportunity for the training and education of other young men of ability after their service in the armed forces has come to an end.

He appointed the following: Brig. Gen. Frederick H. Osborn, Director, Special Service Division, Army Service Forces, chairman; Capt. Cortlandt C. Baughman, Director of Special Activities, Bureau of Naval Personnel, United States Navy; Rufus C. Harris, President, Tulane University; Dexter M. Keezer, Administrator, Office of Price Administration; Young B. Smith, dean, Columbia University Law School; and John W. Studebaker, United States Commissioner of Education.

In its report the Committee told the President that its work was based on one fundamental proposition: that the war has created educational shortages of liberally-educated and technically-trained citizens; that every day the war continues our educational deficit grows larger. This trend, the Committee decided, must be reversed as soon as possible.

Two of its specific recommendations, therefore, with which President Roosevelt agreed, are as follows:

1. The Federal Government should make it financially feasible for every man and woman who has served honorably for a minimum period in the armed forces since September 16, 1940, to spend a period up to one calendar year in a school, a college, a technical institution, or in actual training in industry, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce, manufacturing, or other pursuits.

2. In addition, the Federal Government should make it financially possible for a limited number of ex-servicemen and women selected for their special aptitudes to carry on their general, technical, or professional education for a further period of 1, 2, or 3 years. This assistance from Government should include not only cost of instruction but a certain amount of money for maintenance.

## A Bill—S. 1509

To provide for the education and training of members of the armed forces and the merchant marine after their discharge or conclusion of service, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That all members of the armed forces of the United States who shall have been honorably discharged or relieved from active duty after September 16, 1940, shall be eligible for selection and training under this Act, provided they shall have been in service for a period of at least six months.

Sec. 2. Persons eligible for training under this Act shall be selected, in accordance with such rules and regulations as the President may prescribe, on the basis of their intelligence, aptitude, skill, interest, prior training, education, and experience. Any person so selected shall be entitled to receive training at any approved educational or training institution in any one of the fields or branches of knowledge for which he shall have been determined to be qualified and in which the number of trained personnel is or is likely to be inadequate under conditions of full utilization of manpower.

Sec. 3. (a) Persons selected under this Act shall be entitled to training at an approved educational or training institution for a period of one year, or for such lesser time as may be required to complete the course of instruction chosen by them.

(b) A further period of instruction not exceeding three additional years may be provided for persons of exceptional ability and skill. The number of persons selected for a further period of instruction shall, as nearly as the conditions of good administration may permit, be apportioned among the several States principally upon the basis of the number of persons supplied the armed forces by each State. The selection of persons for a further period of instruction shall be made, so far as is practicable, by the States in accordance with general standards or regulations promulgated by the President.

Sec. 4. The President shall, by regulation or otherwise, provide for the payment by the United States of customary tuition, laboratory, library, and other similar fees and



charges to the educational or training institutions furnishing instruction to persons selected under this Act so long as such persons maintain regular attendance and are in good standing at such institutions: Provided, That such payments shall not include charges for board, lodging, or other living expenses. If the established tuition fees at any publicly supported institution shall be found by the President to be inadequate compensation to such institution for furnishing instruction to persons selected under this Act, he is authorized to provide for the payment of such additional compensation as may be fair and reasonable.

Sec. 5. Every person who has been selected and who attends on a full-time basis an approved educational or training institution in accordance with this Act shall be entitled to receive the sum of \$50 per month for board, lodging, and other living expenses while in attendance and in good standing at such institution. Where necessary or advisable, the President may, however, make other provisions for the board and lodging of any such person, in which event such person shall receive only such additional sum per month as the President determines is necessary for incidental living expenses. A person having a dependent spouse shall be entitled to receive an additional sum of \$25 per month as well as \$10 per month for each dependent child. Persons attending on a part-time basis shall receive such lesser sum, if any, for living allowances as may be fixed by the President. Persons receiving compensation for productive labor performed as part of their training on the job at business establishments shall be deemed part-time students for the purposes of this Act. The President is authorized to extend secured loans not exceeding the sum of \$50 per month to any person selected for a further period of instruction in accordance with the provisions of this Act while in full-time attendance and in good standing at an approved educational institution, such loans to be repayable four years after the completion of training under this Act and to bear interest at the rate of 3 per centum per annum. No person while in attendance at an educational or training institution in accordance with the provisions of this Act shall be considered as unemployed for purposes of determining eligibility for unemployment compensation or allowances.

Sec. 6. Reports shall be made public by the President at such intervals as he deems necessary respecting the need for general education and for trained personnel in the various trades, crafts, and professions, in order that persons eligible for training under this Act may be given proper guidance in the choice of a course of instruction and be furnished such training as will improve their opportunities for useful and gainful employment. The

President is authorized to take any other measures which may be necessary to provide educational and vocational guidance to the persons eligible for training under this Act.

Sec. 7. The President from time to time, but not less frequently than once every six months, shall transmit to the Congress a report of operations under this Act. If the Senate or the House of Representatives is not in session, such reports shall be transmitted to the Secretary of the Senate or the Clerk of the House of Representatives, as the case may be.

Sec. 8. The President shall from time to time promulgate such rules and regulations as may be necessary and proper to carry out the provisions of this Act; and he may exercise any power or authority conferred on him by this Act through such department, agency, or officer as he shall direct, and he may utilize the services of any State official or agency in the execution of this Act.

Sec. 9. The President shall from time to time request the Governor of each State to furnish lists of approved educational or training institutions in such State which are found, in accordance with regulations prescribed by the President, to be qualified to provide training and instruction to persons selected under this Act. Only such educational or training institutions as are included in such lists shall be deemed approved educational or training institutions within the meaning of this Act.

Sec. 10. As used herein the term "member of the armed forces of the United States" means any member of the Army of the United States, the United States Navy, the United States Marine Corps, and the United States Coast Guard, or any of their respective components; the term "State" shall include the States of the United States, the Territories and possessions, the District of Columbia, and the Philippine Islands; the term "educational or training institution" shall include elementary and secondary schools furnishing education for adults, trade schools, scientific, technical, and vocational training institutions, colleges, professional schools and universities, and shall also include business establishments providing training on the job under the supervision of an approved college or university or any State department of education or State board of vocational education. No business establishment providing training on the job to persons selected for training under this Act shall be approved for training under the provisions of this Act unless such establishment compensates such persons at rates of pay required by applicable State or Federal laws and which are fair and reasonable for any productive labor performed as part of their training and unless such establishment meets all applicable State or Federal statutes and regulations re-

lating to health, safety, and other conditions of labor.

Sec. 11. The benefits of this Act shall be available to persons who have rendered honorable service in the merchant marine of the United States after September 16, 1940, for a period of at least six months. No such person shall be entitled to training under this Act unless he shall have received a certificate from the War Shipping Administration, under rules and regulations promulgated by the President, to the effect that he has rendered honorable service in the merchant marine.

Sec. 12. If any provisions of this Act or the application of such provision to any circumstance shall be held invalid, the validity of the remainder of the Act and the applicability of such provision to other circumstances shall not be affected thereby.

Sec. 13. This Act may be cited as "The Servicemen's Education and Training Act of 1943."

## Home Economics Student Clubs Are Organized

As a result of interest stimulated this school year among students taking courses in home economics, a number of student clubs have been organized throughout the State. These clubs, it is learned, follow the pattern of FFA Clubs of boys taking agriculture, and have for their purposes the following:

1. To promote individual growth by developing poise, initiative, self-confidence, leadership qualities, spirit of cooperation and sense of responsibility.
2. To provide opportunities for social training and to develop interests in varied social activities.
3. To promote interest in home making as a vocation worthy of best training.
4. To stimulate interest among the students for training for wholesome home life.
5. To offer girls the opportunity to continue contacts with home economics.
6. To set up a democratic organization that will train in parliamentary procedure.
7. To afford opportunity for cooperation as a group in accomplishing goals not possible for individuals to attain.
8. To participate in school and community projects toward which home economics can make a unique contribution.

The club idea for students enrolled in home economics classes started back in 1927 under the auspices of the North Carolina Home Economics Association; but due to the fact that the Association is composed of home economists with varying interests, the club phase did not take to the extent proposed under present plans. At no time were there more than 60 college and high school home economics clubs.

In 1943 at the summer conference



of vocational home economics teachers the matter of clubs for students were thoroughly discussed and for the following reasons it was concluded that a new effort would be made to sponsor clubs of this kind:

1. A club allows for wider contacts with a more heterogeneous group than in the home economics class.
2. The atmosphere is less formal than in class. Termination of activities can be governed by students' plan and interests rather than by class bell.
3. Club is a pupil-teacher activity versus teacher-pupil class.
4. There are further opportunities to practice under supervision the things learned in class.
5. Club offers a broader community outlook, more social contacts and more opportunities for service.
6. Ritual and purposes of a real club present another means of developing ideals.
7. Club participation provides a means of satisfying a natural urge to belong to and become a part of group activity.

### College Conference Committee Adopts Resolution Regarding Osborn Report and S. 1509

The general principles of the Osborn Report and the Thomas Bill (S.1509) were approved by a committee from the N. C. College Conference which was authorized at the recent annual meeting held last October in Greensboro to study the subject "Some Issues Involved in the Collegiate Education of Ex-Service Personnel." In view of the fact that the Osborn Report was made and the Thomas Bill was introduced subsequent to its appointment, the committee used the pending legislation as a basis of its report rather than the topic assigned.

The committee unanimously adopted the following resolutions:

1. "That members of this Conference endorse the general principles of the Osborn Report and the general provisions of the Thomas Bill (S. 1509) and request the officers of the Conference to communicate this resolution to the Senators and Representatives from this State. We further recommend that all member institutions communicate directly with their own Congressmen and with their Senators, notifying them of our interest and requesting full and continuous information relative to this legislation."
2. "That the Secretary of the Conference, in consultation with and with the assistance of the Committee on War Relations, maintain communication with all important Washington sources of information on this legislation and furnish frequent digests of significant material to the members of this Conference." (Not a part of this resolution itself but to emphasize its importance the

committee recommended that the expenses of the Secretary or any of the War Relations Committee who made a trip to Washington in the interest of this pending legislation be taken care of from the general funds of the Conference.)

3. "That none of the provisions of the bill be such as to confine the education provided to the highly specialized and vocational types, but rather that it be made clear that general education in the Liberal Arts is within its provisions."

### Harnett Board Adopts Resolutions on Bible Teaching

At a recent meeting, the Harnett County Board of Education reaffirmed its stand in favor of a course in Bible and adopted rules and regulations concerning the procedure necessary for the teaching of the Bible in the public schools of that administrative unit. These regulations are:

1. The financing of the teaching of Bible is a problem for the local communities. There are no county or State funds available for such work.
2. Unit credit for graduation may be given in the high schools for courses in Bible; however, the courses must be elective.
3. Selection of the Bible teacher must be in the same manner as other teachers in the school and subject to the same supervision as all other teaching personnel with the exception noted below.
4. The curriculum must, of course, be nondenominational. In preparing the curriculum for the individual school the teacher of Bible and the principal should solicit the help and advice of the Ministerial Association or the committee representing the churches.

### Annual Debate Subject Chosen

"Post-War Organization for World Peace" has been selected as this year's subject of the State High School Debating Contest, which is sponsored annually by the Extension Division of the University of North Carolina, Chapel Hill.

Packages of reading material covering this subject have been prepared by C. E. McIntosh, Secretary of the State High School Association, and these are being mailed to high school students as an aid in their discussions on this topic.

The winners in the debates will go to Chapel Hill to participate in the Final Contest which is to be held in the spring.

Already county and city units have signified their intention of entering the contest, it is stated by Mr. McIntosh.

### Allotments for Clerical Assistants Handling Text-Books Increased by Board

At the December meeting of the State Board of Education certain changes were made in the allotment of funds for clerical assistants who handle the distribution of textbooks in the offices of county superintendents. These changes were as follows:

1. The amount for the distribution of the free basal elementary textbooks was changed from 97 cents per State-allotted teacher to \$1.05 per teacher, computed on the basis of the number of teachers allotted at the end of the third month.

2. For the distribution of textbooks under the high school rental plan an increase of 12½% after applying the present schedule was authorized for all units that have arrived at a self-supporting basis. The present schedule allows 8% on the first \$1000 collected, 6% on the next \$1000, 4% on the next \$2000 and 2% on all above \$4,000 collected.

3. In the case of the rental plan for distributing supplementary readers, it was decided to make the schedule of payments now applicable to the first year applicable to all years for units which have their programs on a self-supporting basis. The present schedule of payments for clerical assistants covering this program provides 6% for the first \$2000 collected, 4% for the second \$2000, and 2% for accounts above \$4,000 collected.

These proposed changes do not entail any increase in the present textbook budget; they are made possible by a transfer of funds budgeted for repairs to books to clerical assistants.

### Women's Careers Through Home Economics

Adapted from Bulletin No. XCIV by State Board for Vocational Education, Topeka, Kansas. Distributed by Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

CHILD DEVELOPMENT  
Nursery Schools, Kindergartens, Parent Education.

TEACHING  
State Supervisor, Secondary Teachers, College Teachers, Elementary Teachers.

EXTENSION  
State Leaders, Home Demonstration Specialists, 4-H Group Work, Home Advisor.

RESEARCH  
Industrial Organization, College, Government.

SOCIAL SERVICE  
Child Health, Nutrition, Visiting House-keeper, Case Work, Y. W. C. A., Visiting Nurse, Settlement Worker, Club Leaders, Public Health and Hygiene Specialist.



**HOSPITAL**  
Hospital Dietitian, Teaching Dietitian, Metabolic Work, Food Chemist.

**NURSING**  
Private and Practical, School, Hospital, Public Health, Social Service, Industrial, Government, Nursemaid.

**HOMEMAKING**  
Manager-own home, Helper-other homes, Maid, Cook, Governess.

**COMMERCIAL FIELD**  
Department buying, Shop or store management, Interior decorator, Comparison shopper, Salesladies, Professional shopper, Personnel worker, Copyist, Stylist.

**INSTITUTIONAL WORK**  
School Dorms, Summer Resorts, Tearooms, Cafes, Hotels, Hospitals, Social Clubs, Factory Lunchrooms.

**BUDGETARY SERVICE**  
Finance Companies, Department Stores, Banks, Insurance Companies, Savings & Loans Co's.

**COMMERCIAL DEMONSTRATORS**  
Demonstrator of Foods, Advertising Textiles, Interior Decorator, Cooking Schools.

**JOURNALISM**  
Specialized Writing for Newspapers, Women's Department in Magazines, Editor, Homemaking Sec., Radio Work, Free Lance Writing, Commercial Advertising.

**COSMETOLOGY**  
Salon Manager, General or Specialized Operator, Specialist, Manicurist, Sales Demonstrator.

**GARMENT PRODUCTION**  
Costume Designing, Dressmaker, Tailor, Designer, Seamstress, Sewing-room Woman.

**TRADES**  
Baker, Steward, Chef, Caterer, Milinery, Tailor, Maid, Cook, Waitress, Sewing Machine Operator, Seamstress.

**MISCELLANEOUS**  
Physician, Lawyer, Fashion Artist, Companion-matron, Costumer.

## Home Economics Is a Popular Elective Course

Home Economics as one of the several courses that students may elect for credit toward high school graduation is very popular, it is indicated by figures tabulated from the High School Principal's Annual Reports.

According to 1941-42 reports 27,210 students, mostly girls, took Home Economics I, 20,338 Home Economics II, and 7,950 Home Economics III and IV. This number represented about 50 per cent of the total girls enrolled in high school.

A comparison with similar figures for 1939-40 indicates that the increase in enrollment in this subject occurs largely in the Negro schools. In 1941-42 there were 7,003 first year students, 5,234 second year students, and 2,858 third and fourth year students from Negro schools. In 1939-40 this enrollment in Home Economics from Negro schools was as follows: first year, 5,670; second year, 3,848, and third and fourth years, 1,659.

# TAR HEEL EDUCATORS

**Elisha Mitchell**

*By Beth Crabtree of the State Department of Archives and History*

In 1835, for the first time, the highest peak east of the Rockies was scientifically measured and its altitude was established. This peak, in the Black Mountains of North Carolina, was appropriately named for its discoverer, Elisha Mitchell, professor of science at the State University.

Elisha Mitchell was born in Washington, Litchford County, Connecticut, on August 19, 1793. The son of Abner Mitchell and Phoebe Eliot Mitchell and a lineal descendant of the eminent natural philosopher, Reverend Jared Eliot, he was prepared for college by Reverend Azel Backus and graduated from Yale in 1813. After three years of teaching experience in academies, he was called back to Yale as a tutor. While there, Mitchell was recommended to Judge William Gaston, and following Joseph Caldwell's promotion to the presidency of the University of North Carolina he was appointed to fill the vacant chair of mathematics at that institution.

When Denison Olmstead, professor of geology and mineralogy at the University of North Carolina, accepted a position at Yale in 1835, Mitchell was transferred from mathematics to the department of natural sciences. He was a person of wide interests—a fact which had won him the title of "walking encyclopedia" from the students of the University—but his particular attention was focused on the sciences. As professor of geology, botany, and mineralogy he organized frequent field trips, and spent his vacations making excursions into all parts of the State until he was thoroughly familiar with the natural geography of North Carolina. To facilitate his teaching, Mitchell wrote several texts for his classes—manuals of chemistry, geology, and natural history. He also contributed articles, based on his observation, to newspapers and scientific journals. His writings were not confined, however, to scientific subjects; he was one of the leading editorial contributors to the faculty-sponsored magazine, the *HARBINGER*.

Olmstead, before his departure from the University, had been appointed by the legislature to make a geological survey of the State, and Mitchell, as his successor, fell heir to this task. Thus, in 1827, he published the third and final part, *A Report on the Geology of North Carolina Conducted under the Direction of the Board of Agriculture*. This, the first State survey of its kind in the United States, was a summary of North Carolina's geological structure and mineral resources. Olmstead had emphasized the commercial value of the resources, while Mitchell stressed theories regarding the age and origin of various geological formations.

Several people had advanced the theory that, due to the particular vegetation found there, one of the peaks of the Black Mountains must be the highest point east of the Mississippi. Sharing this belief Mitchell, in 1835, equipped with instruments for measurement, made the ascent. His figures established the altitude as 6,476 ft. as against 6,428 ft. of Mt. Washington in New Hampshire, which had heretofore been claimed as the loftiest pinnacle. Following a second survey in 1844, the mountain was officially designated as Mt. Mitchell. Sometime later, however, General Thomas L. Clingman disputed Mitchell's claim, implying that a lower peak had been scaled and that he was the first to reach the highest altitude. To refute this charge, Mitchell set out again in 1857 to resurvey the mountain bearing his name. This, his last trip, ended in disaster, for, having left his party on June 27, he became lost and in the darkness slipped over a precipice into a roaring mountain stream. He was buried in Asheville, but later, at the request of several of his friends, his family consented to the removal of his body to the peak of Mt. Mitchell. Today, on the highest summit of the mountain which bears his name, the traveler finds a monument to the memory of Elisha Mitchell.



## N. C. High Schools Become Members of Southern Association

Sixty-two North Carolina high schools, 49 public and 13 private, are now members of the Southern Association of Colleges and Secondary Schools, it is announced by Dr. J. Henry Highsmith, Chairman of the N. C. State Committee. Two of the public schools, Morganton and Statesville, were admitted to membership, Dr. Highsmith stated, at the meeting of the Central Reviewing Committee held in Chattanooga, Tenn., December 8-9, 1943.

Membership in the Association entitles the graduates of member institutions to enter the colleges belonging to the Association without examination or to institutions of similar associations by reciprocity.

Schools may become members of the Southern Association by meeting certain minimum requirements as to length of term, libraries, teacher-pupil ratio, and other standards, which are slightly higher than State requirements for high school accreditation. "The increase in length of term in North Carolina to nine months," Dr. Highsmith further stated, "and the increase in teachers salaries will enable many more of our high schools to meet the Southern Association standards for membership. At least 40 additional schools should be added to the list by 1946-47."

In the case of Negro schools the same requirements, except for a lower salary schedule, are applied; and the Executive Committee of the

Association approves such schools that meet the standards.

The list of both white and Negro schools, together with the name of their principals, follow:

**White Public**  
Albemarle, H. C. McFadyen  
Asheville, Lee H. Edwards, L. N. Connor  
Badin, P. M. Dulin  
Burlington, James A. Gerow  
Chapel Hill, C. E. Buckner  
Charlotte, Central, E. H. Garinger  
Concord, J. E. Cassell  
Durham, Quinton, Holton  
Elm City, P. T. Fugate  
Elizabeth City, J. G. McCracken  
Farmville, J. H. Moore  
Fayetteville, W. B. Harrill  
Gastonia, Frank L. Ashley  
Goldsboro, C. W. Twiford  
Greensboro, Curry Demonstration School, R. F. W. Brimley  
Greensboro Senior High, A. P. Routh  
Greenville, O. E. Dowd  
Hamlet, W. L. Haltiwanger  
Hendersonville, Henry M. Davis  
High Point, D. P. Whitley  
Kannapolis, Cannon High School, J. L. Dupree  
Kings Mountain, J. E. Honeycutt  
Lenoir, Cullen Johnson  
Lexington, W. D. Payne  
Lumberton, T. A. Little  
Monroe, R. W. House  
Mooresville, E. R. Poole  
Morganton, J. E. Gardner  
Mount Airy, H. M. Finch  
North Wilkesboro, Paul S. Cragan  
Raleigh, Hugh Morson, G. H. Arnold  
Raleigh, Needham Broughton, H. A. Helms  
Raleigh, State School for the Blind, H. C. Griffin  
Reidsville, C. C. Lipscomb  
Roanoke Rapids, T. L. Martin  
Rockingham, Miss Kate Finley  
Rocky Mount, I. E. Ready  
Salisbury, Boyden, Miss Julia W. Groves  
Sanford, E. R. Smith  
Shelby, T. H. Wetmore, Jr.  
Southern Pines, A. C. Dawson, Jr.  
Statesville, J. W. Wheeler  
Wilmington, New Hanover, T. T. Hamilton, Jr.  
Wilson, Charles L. Coon High, J. M. Hough  
Winston-Salem, James A. Gray High, J. A. Woodward  
Winston-Salem, John W. Hanes High, R. S. Haltiwanger

Winston-Salem, R. J. Reynolds High, C. R. Joyner

### White Private

Arden, Christ School, D. P. Harris  
Asheville, Academy of St. Genevieve, Mother Margaret Potts  
Asheville School, D. R. Fall  
Belmont Abbey, Rev. Bede C. Lightner  
Belmont, Sacred Heart Academy, Sister M. Hildegard  
Buies Creek, Campbell College, Leslie H. Campbell  
Hendersonville, Blue Ridge School for Boys, J. R. Sandifer  
Hendersonville, Fassifern, S. L. Woodward  
Montreat College, Mrs. Margaret Spencer  
Oak Ridge, T. O. Wright  
Raleigh, Methodist Orphanage, B. M. Madison  
Raleigh, Peace Preparatory, Wm. C. Pressly  
Raleigh, Saint Mary's School, Mrs. Ernest Cruikshank  
Salem, Pineland School and Edwards Military Institute, Mrs. W. J. Jones  
Winston-Salem, Salem Academy, Miss Mary A. Weaver

### Negro Public

Asheville, Stephens-Lee, F. A. Toliver  
Burlington, Jordan-Sellers, E. K. Mims  
Chapel Hill, Orange County Tr. School, H. M. Holmes  
Charlotte, Second Ward, J. E. Grigsby  
Durham, Hillside, W. M. McElrath  
Fayetteville, E. E. Smith, E. E. Miller  
Goldsboro, Dillard, H. V. Brown  
Greensboro, James B. Dudley, G. A. Tarpley  
High Point, William Penn, Samuel E. Burford  
Kings Mountain, Lincoln Academy, Edgar D. Wilson  
Lexington, Dunbar, A. B. Bingham  
Oxford, Mary Potter, H. S. Davis  
Raleigh, Washington, Mac W. Akins  
Reidsville, Washington, S. E. Duncan  
Rocky Mount, Booker T. Washington, O. R. Pope  
Salisbury, Jos. Charles Price, L. H. Hall  
Wilmington, Williston Ind., F. J. Rogers  
Wilson, Chas. H. Darden, E. M. Barnes  
Winston-Salem, Atkins, J. A. Carter

### Negro Private

Asheville, Allen, Julia Titus  
Greensboro, Immanuel Lutheran, H. Nau  
Sedalia, Palmer Memorial Inst., C. Hawkins Brown

## State Standard Salary Schedule for Teachers, 1943-1944

Type of Certificate	MAXIMUM											
	Experience in Years											
	0	1	2	3	4	5	6	7	8	9	10	11
Graduate			114	118	122	128	133	136	139	142	145	150
Class A*	96	100	103	106	110	114	118	122	128	133		
Class B*	82	86	89	93	96	100	104					
Class C*	76	79	83	86	89	92						
Elem. A	69	72	76	79	82							
Elem. B	60	64	68	72								
Non-Std.	56											

MINIMUM												
Graduate			109	113	117	121	125	128	131	134	137	141
Class A*	92	96	99	102	105	109	113	117	121	125		
Class B*	63	66	69	72	74	77	80					
Class C*	58	61	63	66	69	72						
Elem. A	55	58	60	62	64							
Elem. B	48	51	54	57								
Non-Std.	44											

\*Includes High School, Grammar Grade and Primary Certificates.



# LAWS, RULINGS, AND OPINIONS

## Property: Conveyance of Real Estate

*In reply to Inquiry:* You stated over the 'phone that the high school athletic association, from proceeds received from athletic contests, purchased a tract of land and caused the title to the same to be taken in the name of the board of trustees of the ..... City Administrative Unit; that title was taken in the name of the board of trustees for the purpose of developing the same as a playground and recreational park.

You inquired as to the necessary procedure to convey this tract of land.

Section 5470 (a) of the Consolidated Statutes provides for the method of sale of school property in words as follows:

"Sale of school property.—When in the opinion of the board, any schoolhouse, schoolhouse site or other public school property has become unnecessary for public school purposes, it may sell the same at public auction after advertising the said property for the period of time and in like manner as to places and publication in newspapers as now prescribed for sales of real estate under deeds of trust; Provided further, that the sale shall be reported to the office of the clerk of the superior court and remain open for ten (10) days for an increase bid, and if the said bid is increased the property shall be re-advertised in the manner as re-sales under deeds of trusts, and if there is no raised or increased bid within ten (10) days, the chairman and secretary of the board shall execute a deed to the purchaser, and the proceeds shall be paid to the treasurer of the county school fund."

It was also held in the case of *BOWLES V. FAYETTEVILLE GRADED SCHOOLS*, 211 N. C. 36, that where a chartered school district acquired property by the foreclosure of a loan made from its sinking fund, which property was in no way connected with the operation of the school, the board of trustees could not authorize and empower the chairman to enter into a contract for the sale of the property for a price in excess of the minimum amount stipulated by the trustees; that the trustees of the district were without power to delegate authority to sell the school property, and the district was not bound by the contract entered into.

If the proposed conveyance is to reconvey the property to the athletic association, it seems to me that your board would still be required to comply with Section 5470 (a) or that a friendly action should be instituted by the athletic association to obtain an order of court, to determine that the athletic asso-

ciation is the actual owner of the property and the board of trustees has been holding the same in trust for it, and authorizing and empowering the board of trustees to convey the property to the athletic association or its assigns.

It is entirely possible that there is a charter provision in the charter of the ..... special charter school district which provides for the method of sale, and in such event, the charter provision should be followed.—Attorney General, August 21, 1943.

## Separation of Races; Indians

*In reply to Inquiry:* Receipt is acknowledged of your letter of September 3 enclosing letter from Superintendent ....., of the ..... County Schools, in which he raises the question as to whether an Indian child may enroll in the white schools of ..... County.

I assume from Superintendent ..... letter that the child referred to is a descendant of the Croatan tribe or what was formerly known as the Croatan Indian tribe. Section 5384 of Michie's NORTH CAROLINA CODE OF 1939, ANNOTED, provides, in part:

"All white children shall be taught in the public schools provided for the white race, and all colored children shall be taught in the public schools provided for the colored race; but no child with Negro blood, or what is generally known as Croatan Indian blood, in his veins, shall attend a school for the white race, and no such child shall be considered a white child."

The provisions of the statute above referred to would clearly prohibit the attendance of the child about which Superintendent ..... inquires in a white school in ..... County. It is clear, to my mind, that the Indians designated in the school law could attend neither the white nor the colored schools nor could white persons or persons of Negro blood attend the schools of such Indians. The matter of working out the accommodations for the various races is one of an administrative nature which should be worked out by the local authorities under the supervision of your Department. — Attorney General, September 8, 1943.

## Suspension of Pupils

*In reply to Inquiry:* I acknowledge receipt of your letter in which you state that last spring a school boy seventeen years of age assaulted the principal of one of your schools and was indicted and tried in the Recorder's Court and given a two years suspended sentence on condition that he remain off the

school property for a period of two years unless accompanied by one or both of his parents. You further state that the school board expelled the boy from school and gave him written notice not to go on the school property, but that in spite of the order of court and the notice given to him by the school board the boy continues to trespass upon the school property.

You inquire as to what steps should be taken to restrain the boy from going on the school property in violation of the court order and the order of the board of education.

While the school board might successfully prosecute the boy in question for trespassing upon the school property, it appears to me that the better course to pursue is to take the matter up with the solicitor of the Recorder's Court with the view of having the court to enforce its suspended sentence. If the court finds that the boy has violated one or more of the conditions of the suspended sentence, it can commit him to jail or take such other steps as the court may deem necessary to enforce the suspended sentence. —Attorney General, November 8, 1943.

## Objectives Set for Child Feeding Program

Five major objectives have been worked out as the guides in the promotion and improvement of school lunch programs by the Vocational Division of the U. S. Office of Education. These objectives have as their purposes not only the child's need for nutritious food for better health; they also provide a laboratory for the application of health practices and the social development and establishment of better eating habits.

These objectives, which follow, have also been accepted as the guides in the Child Feeding Program:

*To Improve the General Health of School Children and Youth.* A good school lunch program will contribute to general health by cutting down absences due to illness, by keeping children and youth fit to work up to capacity in the classroom, and by establishing good food habits which carry over into daily living.

*To Develop Desirable Food Habits in School Children and Youth, and Indirectly To Improve Food Habits of All Members of the Family.* Food habits are concerned with selecting the kind of food, manners used in eating, the times at which the food is eaten, as well as the kinds of surroundings in which it is served.

Desirable food habits depend upon the child's liking for healthful food, upon his knowledge through use of good table manners, and upon cheerful family-like associations. In

(Continued on page 16)



## From the Past

### 5 Years Ago

"The offices of the State Department of Public Instruction including the State Textbook Commission were moved just before Christmas to the third floor of the State Office Building, newly completed granite structure at the northwest corner from the Capitol Square. The offices of the State School Commission occupy a part of the west wing of the same floor. The Divisions of Vocational Education and School-house Planning are located on the fourth floor.

"In response to Mr. Erwin's request that school superintendents report names of their illiterate school patrons, 18,843 names were sent to Mrs. Elizabeth C. Morriss before January 1st.

"Vocational agriculture is now being taught by 393 teachers in 393 schools located in 85 counties.

"Net profits totaling \$14,770.71 were made by 48 boys of the Contentnea High School, Lenoir County, it was reported at a recent father-son, mother-daughter banquet at the school."—*Public School Bulletin*, January, 1939.

### 10 Years Ago

STATE BOARD OF EDUCATION  
O. Max Gardner, Governor, *Pres.*  
R. T. Fountain, Lt.-Governor.  
J. A. Hartness, Secretary of State.  
Baxter Durham, State Auditor.  
R. R. Lacy, State Treasurer  
D. G. Brummitt, Attorney-General  
A. T. Allen, Superintendent of Public Instruction, *Secretary*.

North Carolina Education  
Association Executive  
Committee

President,

F. P. Hall, Gastonia, *Chairman*  
Vice-President,

Annie Cherry, Roanoke Rapids  
Past President,

T. Wingate Andrews, High Point  
Secretary-Treasurer,

Jule B. Warren, Raleigh  
State Superintendent,

A. T. Allen, Raleigh  
Western District,

H. T. Hunter, Cullowhee  
North Western District,

Nancy O. Devers, Rockingham  
South Piedmont District,

G. B. Phillips, Salisbury  
North Central District,

John C. Lockhart, Raleigh  
North Eastern District,

W. H. Pittman, Tarboro  
South Eastern District,

B. C. Siske, Kenansville

State Committee on High School  
Text-Books

Superintendent Ray Armstrong,  
Goldsboro, *Chairman*.

Principal Kate Finley, Rockingham,  
*Secretary*.

Dr. Leon R. Meadows, Greenville.  
Supt. Clyde A. Erwin, Rutherford-  
ton.

Principal J. Watson Moore, Win-  
ston-Salem.

—*Educational Directory*, 1933-34.

## Neglected Weapon

After the last war political organization and international law were emphasized. That was good; but it evidently was not enough. During this war, we are adding a great deal of economic planning. This, too, is a good thing to do. But when we talk about the neglected weapon of education as an instrument for winning the war and winning the peace, we are talking about something that reaches deeper than politics and higher than appetites. We shall not make the world a peaceful world merely by drawing boundary lines in exactly the right places, or by giving everyone enough to eat. An enduring peace depends, in large part, upon the skill and courage with which the United Nations use our neglected weapon,—education.—Dr. William G. Carr, *Talks*.

### Objectives Set for Child Feeding Program

(Continued from page 15)

the lunchroom as well as in the classroom, the teacher can guide and direct pupils in the formation of these habits.

*To Develop an Appreciation and Understanding of the Types of Food Necessary to Meet Nutritional Needs of Children, Youth and Adults.* Malnutrition results not only from lack of enough food, but from a lack of the right kinds of food.

*To Provide a Situation in Which the Eating of Food Is a Definite Part of Each Child's Or Youth's Complete School Day.* A child's food habits begin at birth to serve or to handicap him for the rest of his life.

Desirable habits in health, in food, and in study; family food customs, and good citizenship are closely tied into these questions. Children and young people can help in providing answers to such problems as a part of regular class work in social studies, health, agriculture, home economics, and science.

*To Develop an Appreciation of the Importance of Cleanliness in Selecting, Storing, Preparing, and Serving Food.* Cleanliness standards must be set up for the kitchen and the lunchroom, and for the workers who handle, prepare, and serve the food. Plans need to be made to store lunches brought from home in a clean place. It is important that the school provide water, soap, and towels, so that workers and children may have clean hands for the handling of food. It is also essential that those working with foods be free of infectious diseases. If children and young people can help in preparing and serving food as they may do in rural and small town schools, they can better understand the importance of cleanliness to themselves and to their teachers.

## From the Press

*Charlotte.* A policy of refusing to accept resignations of teachers, even though they wish to enlist in the armed services was re-emphasized by the City School Board at its meeting last night (Dec. 10.)

*Granville.* The Board of Education was told on Monday (Dec. 6) that a "suitable house" for the occupancy of the Stem High School principal had been secured at Stem and would be available on January 2, 1944.

*Wake.* The Wake County Board of Education voted at its December meeting to budget funds for assisting school communities in the development of canneries, Randolph Benton, superintendent, announced Tuesday (Dec. 7.)

*High Point.* City Manager Roy S. Broden, speaking last night (Dec. 7) to approximately 150 local teachers, principals, members of the city council and school board and others, present at a meeting held at the Adams Memorial Y. W. C. A. and arranged by the local Classroom Teachers Association, urged teachers to interest themselves in city, county, State and national governments as a means of enriching their instruction.

*Johnston.* A delegation of both white and colored people from Selma went before the county board of commissioners in Smithfield last Monday (Dec. 6) in behalf of previous resolutions adopted by a group of representative citizens asking for some plan to enforce the school attendance law in Johnston County.

*Winston-Salem.* Beginning January 3, 1944, seven of the city's white schools and five Negro schools will be provided with a new feeding program sponsored and supervised by the State Department of Public Instruction.

*Vance.* At its monthly meeting last Monday (Dec. 6) the education body approved plans for and authorized Superintendent E. M. Rollins to begin immediately a thorough survey of colored schools in the rural parts of the county, with a view to presenting the project to the commissioners within the next few months.

*Perquimans.* All members of the association (Hertford P. T. A.) are urged to bring canned foods to the meeting as donations to the Grammar School lunchroom.

*Alamance.* "A well balanced tuberculosis program should stand evenly upon three eyes: education, discovery, and treatment." — Dr. J. Lindsay Cook, *Director Department of Public Health*.



cp 370.0

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

February, 1944

Number 6



JOURNAL OF THE ELISHA MITCHELL  
CHAPEL HILL WEEKLY  
CHAPEL HILL, N. C.

Trade extension class in machine shop practice

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar for February .....	2
Cover Picture .....	2
Editorial Comment .....	3
State Board Adopts Resolution Against Cut in Paper For Textbooks .....	4
Committee Appointed to Study Negro Education .....	4
NYA Equipment Transferred to Schools .....	4
Many War Production Workers Are Train- ed in Schools .....	4
Art Contest Sponsored By Crippled Chil- dren's League .....	4
Motor Transportation Workers Trained Under Vocational Program .....	5
Trade and Industrial Education Includes Variety of Subjects .....	5
Training In Diversified Occupations Pro- vided By 42 Schools .....	5
University Plans Summer Conference for School Administrators .....	6
Negro History Week (box) .....	6
Public Schools Use 100,000 Tons of Coal Annually .....	6
War Training Program Adds Equipment to School Shops .....	6
Selective Service Regulations Modified .....	6
Board to Consider Report On School At- tendance At Next Meeting .....	7
Former Prisoner Expresses Appreciation for Training Received (box) .....	7
State School Facts .....	8-9
Training of Prisoners for War Industries Highly Satisfactory .....	10
\$2,000,000 Spent for Training War Pro- duction Workers .....	11
Navy Will Accept 17-Year Old High School Boys .....	11
Paul A. Reid Succeeds Yelton As Com- ptroller .....	11
Democratic Charter of Education (box) .....	11
Tests Show Need For Library Instruction .....	11
New Supts. Elected .....	11
Edpress News Letter Names 1943 Out- standing Events .....	12
What About North Carolina? (box) .....	12
WPB's MRO Ratings Clarified .....	12
New Edition of Book "Man and the Motor Car" Now Being Used .....	12
AAA Issues Teacher's Manual on Wartime Driving .....	12
Modification in Wartime Restrictions Affecting Schools Urged .....	12
University (Chapel Hill) Will Make Sug- gestions to Prospective Girl Students .....	13
High School Enrollment Drops .....	13
New Professional Magazine .....	13
School-Health Coordinating Service Issues Publication .....	13
College Enrollment Decreases .....	13
More Gymnasium Shoes Will Be Produced School Film Available (box) .....	13
Forum Discussion As Debate Forerunner Taken Well .....	14
Court Upholds Rule Barring Pupils From Secret Societies .....	14
Tar Heel Educators .....	14
Latin-American Films Available For Distribution .....	15
Brotherhood Week Suggestions (box) .....	15
Teaching Aids Issued by Treasury Depart- ment .....	15
North Carolina Educational Directory, 1943-44, Distributed .....	15
Essay Contest Announced .....	15
From the Past .....	16
The Educated Man (box) .....	16
From the Press .....	16

## STATE OF NORTH CAROLINA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

February 1, 1944

### To Superintendents, Principals and Teachers:

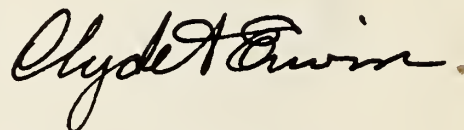
*You have no doubt seen in the papers where a Report on Compulsory Attendance was presented to the State Board of Education at its regular January meeting. The Committee that prepared this Report was appointed jointly by Mrs. W. T. Bost, Commissioner of Charities and Public Welfare, and me for the specific purpose of trying to work out a plan whereby the present Compulsory Attendance Law might be better enforced.*

*Consideration will be given to the Report by the Board at its next meeting; and just as soon as action is taken by that body, the Compulsory Attendance Law, Rules and Regulations Governing Compulsory Attendance adopted by the Board, and such other necessary suggestions as to the enforcement of the Law, will be printed and distributed to school administrators for their guidance in a renewed emphasis upon the school attendance question.*

*Unless we as educators cooperate more fully with the law enforcement officials, who under a ruling of the Attorney General is the county welfare superintendent except where a regular attendance officer has been employed, we will never get the age limitation raised from 14 years to 16 years by the General Assembly; nor will we have public approval for having made an effort to do a job when little or no effort has been made. I believe the Committee has worked out a scheme whereby school attendance may be greatly improved. Elsewhere in this BULLETIN, we are printing the suggestions of the Committee as to procedures, with the duties of both school officials and attendance officers fully covered. This MODUS OPERANDI has both Mrs. Bost's and my approval.*

*I wish to urge each of you to read these suggestions carefully, especially the part that covers your own duties and responsibilities in connection with the question, and to begin NOW in line with the suggestions made to improve school attendance in your particular school or schools. Your cooperation with the attendance officer is also urged.*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for February

- 2—Groundhog Day
- 7-12—Boy Scout Anniversary Week
- 7-12—Negro History Week
- 12—Abraham Lincoln's birthday
- 14—Valentine Day
- 15-17—American Association of School Administrators District Meeting, Atlanta, Ga.
- 22—George Washington's birthday.

### Cover Picture

Trade and industrial education was provided in 96 schools in 1942-43. In addition evening and part-time classes were provided through 140 schools. Trade extension, a phase of the part-time program, is very popular among adult students. This picture shows a trade extension class in machine shop practice at the New Hanover High School, Wilmington, N. C.



## North Carolina Public School Bulletin

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### Editorial Comment

#### Trade and Industrial Education

Our "State School Facts" section this month is devoted to the trade and industrial education phase of the vocational education program. As the reader will see, this program began in a very modest way with five extension classes. The program, during its twenty-five years' history as a part of the public school system, has expanded in a number of ways. True, in comparison with the vocational agriculture and home economics programs, this phase of vocational education is much smaller. This smallness is due in the main to the fact that this program is a trade and industrial program restricted to limited areas, whereas the vocational agriculture and home economics programs have been spread over the predominantly rural areas of the State.

Despite this restriction, however, the trade and industrial program has made progress, and especially recently under the stimulation of the war more training for more students both day and part-time has been provided. Table IV indicates the scope of the program for the year 1942-43. As will be noted only \$237,806.13 from all funds was spent on the entire regular program, whereas a total of \$977,811.40 was expended on the training of war production workers. Only 96 schools provided day-time instruction of this sort, 66 for white pupils and 30 for Negroes. It will be observed, therefore, that there is ample room for expansion of this type of education. Table V indicates the counties in which this training is given as a part of the regular high school curricula.

There are other articles in this number of the *Bulletin* that help to show the possibilities of the pro-

gram of trade and industrial education. The reader is referred especially to the articles entitled "Trade and Industrial Education Includes Variety of Subjects" and "Training In Diversified Occupations Provided by 42 Schools." The program offers a broad list of occupations from which the student may select one or more in which to be trained. One cannot help but wonder why there are not more schools that provide this sort of training. Here, it seems to us, is a field that should be very popular after the war for those soldiers who did not complete their high school training. We should begin now to plan for a greater expansion in this field.

#### Attendance and Parent Education

Regular school attendance as an accomplished fact is an achievement desired by every teacher. It takes the day-by-day presence of every child for the teacher to produce the best results. If she has to teach the lesson over to that pupil who has been absent, she naturally must reduce the amount and kind of knowledge she is imparting. Likewise, that child who returns to school after being absent is handicapped by not receiving the instruction that was given by the teacher to the other pupils during his absence. And as a result some daily reteaching is inevitable. And every time there is reteaching, the efficiency of instruction is reduced.

Of course, some absences are unavoidable. Some sicknesses occur that can't be helped. But even in this area, caution against ill health could reduce the spread of contagious diseases.

Not all of the 56,439 pupils in average daily absence from school during 1942-43 can be traced to sickness or other unavoidable causes. A great many were due to bad weather, perhaps. Some had to work at home, maybe. But a great many of these absences were due to a parent-child indifference or lack of knowledge as to the meaning of the school and the importance of *daily* attendance. In reply to a recent questionnaire, with reference to the compulsory attendance law, teachers replied that "parents' non-cooperation with the spirit of the law," "bad home influence," "ignorance and indifference as to what school means to children," "truancies," "misplacement of over-age children in the social group," and "lack of ambition of parent and child" were the chief causes of illegal absence.

All of these causes stem from the home.

It follows, therefore, that the home is the starting point in any plan to improve school attendance. The parents, themselves, must be convinced of the necessity of day-by-day attendance of their own children, if they expect them to make normal progress through school. This must be done at the time children are in the primary grades es-

pecially, when school habits are being formed. The desire to attend school every day must be inculcated upon their minds. It is one of the teacher's duties to "educate" both the parent and pupil in this important phase of public education. Once this fact is learned, there will be no problem of enforcement for the attendance officer.

#### What We Need Is Schoolteachers

On Mrs. Roosevelt's page, "If You Ask Me," in the November 1943 issue of the *Ladies' Home Journal* appeared the following question and Mrs. Roosevelt's reply:

**QUESTION**—Why are able-bodied young-men schoolteachers permitted to remain in the schoolroom when our country so desperately needs men in war production plants?

**ANSWER**—Has it ever occurred to you that our country is going to need educated people desperately in the next generation, and that schoolteachers doing their jobs well are more valuable to the future of the country than the next men in any war plant?

The *Ladies' Home Journal* for January 1944 raises the issue again in its section entitled "Our Readers Write" with a letter of comment by a teacher who read Mrs. Roosevelt's page for November. The editorial comment following that letter should be of particular interest to all educators.

#### FRONT-LINE SCHOOLTEACHERS

Dear Sirs: On Mrs. Roosevelt's page someone asks the question, "Why are able-bodied young-men schoolteachers permitted to remain in the schoolroom when our country needs men in war production plants?"

Where did the questioner get the idea that men eligible for service are still in the classroom? In our system of about 150 teachers we haven't a man left who is not over age, except those who are unable to pass the physical or have several children. A TEACHER.

Comment by Bruce Gould, editor, *Ladies' Home Journals* In our opinion, however, schoolteachers could be better deferred than certain defense workers. **WHAT WE NEED IN THIS COUNTRY IS SCHOOLTEACHERS. BETTER TEACHERS, AND BETTER PAID ONES.**

—Research Division, NEA.

As to North Carolina, everyone knows that many eligible school men have already volunteered for the armed services, and others are being taken. As a matter of fact very few deferments have been made for school men and these are in the field of super-essential services. The proportion of teachers entering the services has been equally as great, if not greater, than that of other occupational groups.



# State Board Adopts Resolution Against Cut in Paper For Textbooks

A resolution requesting the War Production Board to restudy its proposed reduced allotments of materials used in the manufacture of textbooks and unless absolutely necessary not to reduce the allotments of such materials was adopted by the State Board of Education at its regular monthly meeting on January 13. The resolution was adopted after State Superintendent Clyde A. Erwin brought to the attention of the Board the War Production Board's proposal to reduce by 25 per cent the quantity of paper available for the manufacture of textbooks.

NOW, THEREFORE, BE IT RESOLVED:

The complete resolution follows: "WHEREAS, under our system of education textbooks are regarded as essential tools; and,

WHEREAS, in our opinion the efficiency of the schools of the nation will be impaired by an inadequate supply of suitable textbooks; and,

WHEREAS, we have been informed that the rationing authorities of the government plan to further reduce allotments of paper, cloth and other materials necessary for the manufacture of textbooks, and that this proposed reduction will result in a shortage of educational materials for the youth of our country;

1. That the War Production Board is hereby urgently requested to make a resurvey and sympathetic study of its proposed allotments of all materials mentioned above, giving special attention to the relative importance of the uses to be made of same in relation to public welfare.
2. That no reduction in allotments of materials used for public education be put into effect unless it is evident that such reduction is absolutely necessary and unavoidable.
3. That copies of this resolution be forwarded to Honorable Harry West, Chief of the Book Section of the Printing and Publishing Division of W.P.B., Washington, D. C., to Dr. John W. Studebaker, United States Commissioner of Education, Washington, D. C., and to all other Federal agencies which may have responsibility connected herewith."

## Committee Appointed To Study Negro Education

A committee on Negro Education was appointed by the chairman of the State Board of Education, R. L. Harris, Lieutenant Governor, at its last regular meeting on January 13. This Committee is composed of the following Board members: Dr. Henry Dwire, chairman, Dr. L. M. Massey, and Messrs. Carl A. Rudisill, Santford Martin, and William C. Dawson.

This Committee was appointed upon recommendation of Governor Broughton, who appeared before the Board at its December meeting

to advocate the appointment of a committee to study the problem of consolidation of the State's Negro Schools in order to provide more and better educational opportunities, including agricultural and vocational training, for Negro children. The Governor at that meeting termed the Negroes' educational opportunities as inadequate to meet their present needs. He advocated that plans be drawn up now for a long-term program of improvement in facilities for Negro schools.

It was his recommendation that the committee make known its findings and recommendations to the 1945 General Assembly.

## NYA Equipment Transferred to Schools

Twenty-seven complete shops were transferred to North Carolina schools as a result of the liquidation of the NYA Program on June 30, 1943, it is learned from J. Warren Smith, Director of Vocational Training of War Production Workers, who had charge of the placement of such equipment in the schools. This equipment was loaned to the schools, which had first priority under the law, by the Procurement Division of the U. S. Treasury Department. The 27 shops included seven machine shops, six wood shops, two radio shops, five sheet metal shops, six welding shops and one foundry.

In addition to these complete shops, Mr. Smith stated that several schools were loaned certain pieces of equipment that are being used to supplement their own shop equipment.

The acquisition of this equipment, according to Mr. Smith, has made these school shops more valuable as laboratories for courses in industrial education. The State has profited a great deal by this property.

## Many War Production Workers Are Trained in Schools

Approximately forty thousand persons in North Carolina have been given training since July 1, 1940 under the program of Vocational Training for War Production Workers, it is stated by J. Warren Smith, Director of the State Pro-

gram. This program is conducted by the public high schools through the State Department of Public Instruction in cooperation with the United States Office of Education. It was made possible by special federal appropriations. From July 1, 1940 to September 30, 1943 \$1,687,866 was spent for instruction in this State.

Under this program workers were given specific preemployment training for such occupations as shipbuilding, aircraft manufacture, and machine trades. The majority of the trainees after training found employment in the following industries: Wright's Automatic Machine Company, Durham; Edwards Machine Shop, Sanford; North Carolina Shipbuilding Company, Wilmington; Consolidated Vultee Aircraft Corporation, Elizabeth City; Fairchild Aircraft Corporation, Burlington; Glenn L. Martin Aircraft Corporation, Baltimore, Md.; and the Norfolk Navy Yard, Norfolk, Virginia.

The peak enrollment in training was reached in February 1943, Mr. Smith said. At that time there was an active enrollment of 3600 students. Since that date there has been a decline in the number of persons trained for preemployment and an increased emphasis on supplementary training. This change in emphasis was due, according to Mr. Smith, to several influencing factors. "Naturally," he stated, "the number of persons available for preemployment training was more nearly exhausted. North Carolina shifted from a position of labor supply to one of the State's being nearly in balance and local needs absorbed nearly all of the labor supply available. Industries have reached, in most cases, the peak of their employment load. This left largely the problem of filling vacancies caused by transfer and that of supplementing the training of persons already employed caused by changes taking place within the industry."

The current enrollment for all types of training is approximately 1800; eighteen per cent of the trainees are women and nineteen per cent are Negroes. Training is now being carried on in sixteen North Carolina cities. The main subjects taught are aircraft maintenance, aircraft manufacture, aircraft welding, auto mechanics, machine shop practice, mica mining, and ship welding.

## Art Contest Sponsored By Crippled Children's League

The North Carolina League for Crippled Children in cooperation with the National Society for Crippled Children is sponsoring an art contest for the design of the 1946 Easter Seal, it was recently announced by Ethel Honeycutt, Chapel Hill, Executive Secretary of the State League.



Students under 19 years of age who are still in secondary schools are eligible to submit their ideas for the new seal Miss Honeycutt said. All entries should be in Chapel Hill by the first of April. Prizes will be awarded as follows: first \$25, second \$10, third \$5. All three prize-winning entries will be sent to the National Society to compete for the \$100 award.

Reproduced below are seals for 1941, 1942 and 1943. General instructions and rules of procedure for those desiring to enter the contest may be secured from the Executive Secretary of the N. C. League.

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## Motor Transportation Workers Trained Under Vocational Program

Vocational evening classes for training motor transportation workers are being conducted in six North Carolina cities: Charlotte, Durham, Greensboro, Raleigh, Wilmington and Winston-Salem. At present there are 120 persons enrolled in class sections for power brakes, general mechanics, truck driver courses, carburation, ignition, and rate clerks.

These classes were set up by the Division of Vocational Education, State Department of Public Instruction, in cooperation with the Office of Defense Transportation to relieve the situation as to the shortage of workers in that field. The present scarcity of such workers, it is learned, is due to the fact that a great many skilled mechanics in the State have left to enter the shipbuilding and other war industries. These classes have been established, therefore, in an effort to secure from the labor market workers who are willing to acquire the necessary knowledge to maintain motor equipment that is essential in the distribution of both war materials and consumer goods and in passenger transportation. Short, intensive courses of this kind, it is learned, are being conducted in approximately 100 cities throughout the nation.

## Trade and Industrial Education Includes Variety of Subjects

Trade and industrial education as a part of the State's program of vocational education includes a large variety of subjects, it is learned from the 1942-43 report on this work. Not all schools offer all the subjects named, but the number of courses available under the Federal laws making provision for this type of training is almost unlimited.

The following courses were actually provided in 1942-43 in one or more schools or classes throughout the State.

**All-day schools.** Building trades, cabinet making, printing, machine shop, carpentry, metal trades, masonry, carpentry and cabinet making, auto mechanics, woodwork, sheet metal, household management, trade dressmaking, electricity, shoe making, general industrial, related drawings, and textiles.

**Evening classes.** Textiles, nursing, masonry, power house construction, police and firemen, furniture manufacturing, domestic service, building trades, interior decorating, trade cooking, trade sewing, commercial cooking, cafeteria, janitor, diesel engines, electricians, dry cleaning, tailoring, metal trades, carpentry, power plant operation, psychology, and auto mechanics.

**Part-time.** 1. Extension and Preparatory. Textile, Hand Loom

Weaving, Sewing, Masonry, Handicrafts, Instrument Maker, Paper Manufacture, Nursing, Domestic Service, Public Service, Dam Construction, Furniture Manufacture, Telephone, Lumber Graders, Building Trades, Radio, Janitor, Tailor, Trade Sewing, Machinists, Seamstress, Potter, Metal Work, Metal Trades, Auto Mechanics, Carpenters, Industrial Chemistry, and Business Education.

2. **Diversified Occupations.** Air Conditioning, Airplane Mechanics, Baker, Barber, Beautician, Body & Fender Repair, Bookbinding, Bottling, Bus Transportation, Cabinet Making, Cafeteria Mgmt., Carpenter, Coin Machine Tester, Contracting, Clerical, Commercial Art, Chef, Dairyman, Decorative Glass, Dental Asst., Dietician, Draftsman, Dry Cleaning, Electrician, Express Agent, Farm Management, Furrier, Furniture Manufacture, Grocer, Hotel Management, Household management, Journalist, Laboratory Technician, Laundry, Librarian, Linotype Operator, Machinist, Meat Cutter & Packer, Mechanic—Auto, Mill Work, Milling, Newspaper Cir. Mgr., Newspaper Reporter, Nursing, Optical Technician, Painting, Pharmacist, Photographer, Physical Education, Power Plant, Plumbing, Precision Grinder, Printing, Projectionist, Radio, Railroad, Refrigerator, Restaurant Mgr., Salesman, Seamstress, Secretarial, Service Station Op., Sheet Metal, Shipping Clerk, Shoe Repair, Steel Worker, Stock Clerk, Store Manager, Switch Board Op., Tailor, Telegrapher, Teletype Operator, Textile, Theatre Manager, Tire Retreading, Typewriter Repair, Timekeeper, Undertaker, Waitress, Watch Repair, Welding, Window Display.

3. **Commercial.** Typing, Typing and shorthand, shorthand, book-keeping, general business education, and typing and office machines.

## Training In Diversified Occupations Provided By 42 Schools

"Diversified Occupations," a form of part-time education designed to train high school students in a variety of occupations, was provided in 42 high schools of the State with 1,046 students enrolled, under the program of trade and industrial education which is a part of the division of vocational education. Under this program the commercial and industrial enterprises of the community through a cooperative arrangement with the school furnish part-time employment to student during school hours. Under the law which governs this type of training the student must be employed for a minimum time equal to that of his school time.

In view of the fact that North Carolina's industries are quite centralized, this type of training broadens considerably the offerings that may be provided to high school boys and girls in that it includes a



great variety of occupations. Under the direction of a coordinator, or teacher, the student learns the manipulative part of the occupation on the job, whereas the technical subject material is learned in the school. Thus a close work-study relationship is obtained throughout the period of time the course is taken.

According to George W. Coggin, State Supervisor of the Trade and Industrial Education Program, the results of this type of training wherever instituted has been very satisfactory. Many of the persons trained under this program have entered the armed services, war industries or federal agencies. It is felt that the Diversified Occupations plan of education will go far in helping solve some of the major post war problems of employment. There is a need now, it is learned from Mr. Coggin, for 20 additional coordinators to take charge of such training in other schools.

### University Plans Summer Conference for School Administrators

The University of North Carolina, Chapel Hill, is planning to offer a three weeks Conference and Institute for School Administrators this summer, it was recently announced by Prof. Guy B. Phillips, Director of the Summer School, in a letter to school superintendents.

"It is thought," Prof. Phillips said, "that many superintendents and principals may desire to have an opportunity to study, but do not feel that they can be away from their work for six weeks, the length of a regular summer school term."

The proposed work for the conference was outlined by Prof. Phillips as follows:

*Part I—The School Plant.* This portion of the work will take up practical problems as to the school plant, such as operation and maintenance of buildings, improvement of custodial services, improvement of school grounds, planning new buildings, checking building plans and specifications, and remodeling old buildings.

*Part II—The Instructional Program.* Administrators will be given opportunity to investigate and discuss the most recent materials pertaining to the instructional program. Some specific problems to be considered are: the place of education in American life, the use of community resources in the instructional program, proposed curricular changes, evaluation of pupil progress, in-service of education of teachers and other problems connected with the improvement of the instructional program.

*Part III—Specific Problems.* Some time will be devoted to the discussion of specific problems of individuals. Consultants will be available to help on the details of plans for next year. Conferences with per-

### Negro History Week

Beginning February 13, the nineteenth annual celebration of Negro History Week will be observed throughout the nation. This week, sponsored annually since 1926 by the Association for the Study of Negro Life and History, is set aside for observance by special exercises inviting attention of the public to the achievements of the Negro, and to arouse interest and appreciation of the contribution that the Negro has made to civilization. The week may be observed in both white and Negro schools. Societies, study clubs, and other organizations seeking information suitable for a program for this celebration may secure information from the sponsoring Association at 1538 Ninth St., N. W., Washington, D. C.

sons having common problems will be arranged.

For further information write to Guy B. Phillips, Chapel Hill, N. C.

### Public Schools Use 100,000 Tons of Coal Annually

The State's elementary and secondary schools use approximately 100,000 tons of coal annually, it is stated by C. W. Blanchard, Acting Director of the Division of School Plant Operation for the State Board of Education. From 85 to 90 thousand tons of this coal is ordered for early spring and summer deliveries, Mr. Blanchard said, whereas the remaining tons are filled where and as needed during the school year.

Mr. Blanchard states that he is urging superintendents of schools to secure deliveries for next year's fuel as early in the spring as possible on account of the fact that the mines will have more coal available for shipment to this area in the early spring months than during the summer. During the summer months, he stated, government directives take precedence over all other fuel orders. Then, too, he added, commercial fuel distributors order heavily during the summer months for their fall and winter needs.

Mr. Blanchard also pointed out the fact that the schools should economize in their use of fuels. In line with government restrictions, the schools should not be heated except for school activities. Even heating for P.T.A. meetings cannot be justified when such meetings may be held immediately after school during the day time, he stated. In order to conserve the coal for actual school classes, therefore, heating for outside activities should be discontinued. Each activity out of school hours should justify its continuation on the basis of numbers served, value of the activity, and availability of fuel.

### War Training Program Adds Equipment to School Shops

In order to equip machine shops in fourteen of the State's public high schools the Federal Government through its War Production Training Program which is administered by the Division of Vocational Education, State Department of Public Instruction, has provided funds for the purchase of this necessary equipment. The addition of these 14 shops to the six shops equipped by a transfer of equipment from the NYA program, the two shops equipped prior to the beginning of the War Training Program, and one shop equipped by a local industry, makes a total of 23 fully equipped shops used in the War Production Training Program. A total of \$375,000 from federal funds has been expended since July 1, 1940, when the program started.

In addition to these machine shops a number of schools have general metal shops, aircraft sheet metal shops, welding shops, and woodworking facilities.

All of this equipment, new and old, will make it possible for the schools to carry on a much better program of trade and industrial education after the war.

Machine shops are now fully equipped in the following schools: Technical High School, Charlotte; Senior High School, Durham; Canton High School; Lee Edwards High School, Asheville; Hickory High School; Statesville High School; Gray and Adkins (Negro) High Schools, Winston-Salem; Senior High School, Greensboro; Senior High School, High Point; Senior High School, Sanford; New Hanover High School, Wilmington; Coon High School, Wilson; Burlington High School; Vocational Textile School, Belmont; Gastonia High School; Leaksville High School; Greenville High School; Roanoke Rapids High School; Hillside High School (Negro), Durham; Hanes High School, Winston-Salem; and N. C. State College, Raleigh.

### Selective Service Regulations Modified

The Selective Service System has announced that no new occupational deferments, other than to those engaged in agriculture, the Merchant Marine, and the Army Transportation Corps, will be allowed men in the eighteen thru twenty-one age group, except in individual cases passed upon by the respective state selective service director who will be required to report each case and the reasons for its deferment to national headquarters. This means that few new occupational deferments will be allowed either workers or students in this age group, and that when their existing deferments run out and are considered for renewal, most of these will be cancelled.



# Board to Consider Report On School Attendance At Next Meeting

The State Board of Education at its January meeting postponed action on the Report on Compulsory Attendance presented by State Superintendent Clyde A. Erwin and prepared by a committee appointed jointly by him and Mrs. W. T. Bost, Commissioner of Charities and Public Welfare, until the members would have time to read the Report. Consideration will be given to this Report at the next meeting of the Board.

## MODUS OPERANDI FOR SCHOOL OFFICIALS AND ATTENDANCE OFFICERS

The main part of the Report recommends the adoption of a "Modus Operandi for the Enforcement of the Compulsory Attendance Law," which reads as follows:

### A. AS TO SCHOOL OFFICIALS—

1. **THE TEACHER:** The teacher is the key person in the enforcement of the compulsory attendance law. It is her duty:

- a. To inform pupils and parents of the value and importance of regular school attendance.
  - (1) By classroom activities
  - (2) By assembly programs
  - (3) At P.T.A. and teachers meetings
  - (4) By visits and talks with individual parents or guardians
  - (5) By written material (printed or mimeographed), and
  - (6) By building up public sentiment in the community for regular school attendance.

b. To ascertain the cause of non-attendance and thus determine when an absence is *excused* or *unexcused* in the legal sense. (See Rules and Regulations of the State Board of Education and Section 165 of the Public School Law, chapter 136, P.L. 1923.)

- (1) **Written Excuses.** Although the law does not specify in what manner the teacher shall obtain the information as to the cause of an absence, the system of requiring written excuses has been used very successfully and is recommended as the general practice to be followed. However, where the teacher obtains knowledge otherwise that the cause of an absence is lawful under the Rules and Regulations adopted by the State Board of Education and a written excuse is not provided, such absences should not be reported as "unlawful." In case written excuses are required the teacher should advise children and parents of the necessity of prompt excuses. (May be included in A-1-a above.) Each child

should be instructed to bring from the parent the written excuse giving the cause of absence on the *first day* upon returning to school after having been absent.

- (2) **Notice of absence.** In case no written excuse has been provided or the teacher has not obtained the cause of any child's absence from any other source, a written inquiry or "Notice of Absence" shall be sent to the parent or guardian of that child requesting that an excuse be given or that such child will be reported to the Attendance Officer for violation of the Compulsory Attendance Law. Note: A printed form, *Notice of Absence* may be secured from the principal of the school for use in this connection. (See below.)

In case no reply is received from this Notice within a reasonable time and the child has not returned to school, the teacher shall report that child to the principal. (Report of Unlawful Absence form may be used.)

2. **THE PRINCIPAL:** The principal as head of the school should assume the responsibility of the enforcement of the compulsory attendance law as one of his important duties. He should, in so far as it relates to his activities, utilize the means outlined under 1-a above to inform pupils, parents, and teachers as to their respective duties in respect to school attendance. In addition, it is the specific duty of the principal:

- a. To keep a supply of each of the necessary forms and materials on hand for the use of himself and the teachers working under his supervision. These he will secure from the superintendent or mimeograph them in accordance with forms suggested and approved by the superintendent.

- b. To report on forms provided cases of *Unlawful* absence to the attendance officer.

- (1) **Report of Unlawful Absences.** When the principal receives a report

(Continued on page 10)

## Former Prisoner Expresses Appreciation for Training Received

That persons sent to prison appreciate what has been done for them in the provision of educational opportunities is well expressed in a recent letter from a former prisoner to J. L. Sox, Educational Director of the State Prison. This former prisoner, who was trained at the welding school conducted for prisoners, was recently placed in a ship yard, located in Georgia. A few days ago he wrote Mr. Sox as follows:

"I am really ashamed that I have not written you at an earlier date. First I will tell you something of my experiences. I arrived here on schedule but could not go to work until 11-3-43. This was due to the fact that I did not have an availability card or a social security card. The local employment office took care of the former after I had secured the latter from Waycross. Then I got a union card and went through the routine of the ship yard employment office. Then I spent about 15 minutes in the welding school and went to work at 92c per hour. The third week I was raised to 98c per hour. I have been back to school for a few days and today I start at \$1.20 per hour.

"I have not missed a day as yet and have worked 12 hours several days. Have earned something more than \$320.00. Of course I have reported to the draft board and 12-4-43 I received my 1-A classification card. I expect to be called by the first of the year and have not asked for any deferment, although by boss has asked me to take the matter up with a lawyer employed by the company to take care of such matters. I think that I will let matters take care of themselves and ask for nothing. Please tell all the boys in the office that I send my best regards. Rickey asked me to get and send him some leather. Please tell him that I can find no leather dealer here but will keep trying. As for you—I think of you often. I think of your efforts in my behalf and all the trouble you went to trying, and succeeding, in getting my release. This alone proves that you are my friend and I want to say that there is a lot about you that I do like—man to man, and I hope that nothing happens, ever, to mar this friendship. I may not write so often but I do not want to lose contact with you. Heck! There is a lot of things I would like to say but cannot find the right words. The whistle is blowing so I must rush. A few lines from you would be a blessing to lonesome me."



# STATE SCHOOL FACTS

# Trade and Industrial Education

This paper on trade and industrial education is the fourth in the series concerning the vocational education program. As the name implies, this type of education is primarily for those persons interested in learning a trade or for those who wish to obtain supplemental instruction in a trade or industrial pursuit.

There are three main types of training offered under this program, namely:

1. *Day-trade school units.* This is a regular school course in which the aim is specific training in one of the trades.

2. *Evening classes.* Courses designed to give additional knowledge or skill to persons who have already entered employment, either for increasing their efficiency on their present job or to prepare them for promotion in the trade or industry field in which employed. Although the minimum age limit is sixteen years, most of those enrolled in these classes have passed beyond the regular school age.

3. *Part-time classes.* This type of training is provided during the working day for persons who have left school and who are employed or will be employable upon completion of training. Under the law anything that will improve the vocational or civic intelligence of the student may be taught. The instruction which may be offered, however, is grouped into three main types, as follows:

a. Trade preparatory and extension. The controlling purpose for such classes is to teach those subjects which will aid in preparing for a trade in which the student has not yet entered, or in adding to his knowledge of a trade in case promotion is desired for a person already employed. (See 4 below.)

b. Diversified occupations. Under this classification training is provided on the job, for which pay is received, as well as in the class-

students' teachers, the manipulative part of the job under actual working conditions. The school provides a coordinator (teacher) who gives a consultation to the teacher.

#### 4. War Production Workers

*Training.* In addition to the three types of training, day-trade, evening and part-time, named above a fourth type has been provided during the war emergency to persons nearly meet the needs of persons who desire to enter the war industries. Under this program specific preemployment or supplementary training is given for such occupations as shipbuilding, aircraft manufacturing, and machine trades. This training has been provided in those high schools having the necessary equipment or which purchased such equipment for providing the courses. Although this war-time training is very similar to the regular trade program, it differs in the sense that it is more intensive. Its purpose is to train the student in the shortest time possible for immediate employment, or to make him more efficient on the job by supplementary training.

## Tables

Table I shows the growth of the regular trade and industrial education program in terms of classes and enrollment from its inception in 1918-19 to the present (1942-43). Table II shows the expenditures, divided as to source of funds, from 1925-26 to 1942-43. Table III gives the enrollment and expenditures for the War Production Training Program during the three years of its operation.

As table I shows, trade and industrial education had a very modest beginning with five evening classes in 1918. That phase of the program grew very rapidly, whereas part-time and day unit classes have had a more gradual growth.

With the advent of war the entire program has undergone changes in emphases: There has been a material decrease in both evening and part-time work under the regular

program, on the other hand, increased very rapidly, and since this program was more intensive in its purpose with pay actually made to

## II. EXPENDITURES FOR TRADE AND INDUSTRIAL EDUCATION (Regular Program)

YEAR	Local	State	Federal	Total
1925-26	\$14,164.44	\$13,320.38	\$ 27,094.55	\$ 54,989.27
1926-27	12,316.99	15,583.33	27,930.25	55,830.27
1927-28	11,420.13	16,410.24	27,830.25	55,660.62
1928-29	18,200.66	16,239.65	27,830.25	62,269.25
1929-30	16,420.42	14,439.43	30,850.81	61,715.66
1930-31	16,468.04	15,562.50	31,205.44	63,235.98
1931-32	18,718.52	14,355.70	33,074.11	66,148.33
1932-33	22,534.61	10,719.54	33,253.99	66,508.13
1933-34	17,437.63	9,687.80	27,125.32	56,250.75
1934-35	27,498.65	12,244.93	38,256.16	77,999.74
1935-36	34,509.26	18,191.63	51,050.70	103,751.59
1936-37	33,390.08	21,619.37	55,000.24	110,018.69
1937-38	35,908.10	21,810.56	81,693.90	139,412.56
1938-39	47,961.91	15,525.80	95,961.28	159,448.99
1939-40	52,657.03	22,112.46	99,466.25	174,235.74
1940-41	52,409.87	28,056.86	99,835.00	180,301.73
1941-42	56,803.51	75,994.47	103,721.19	236,519.17
1942-43	58,011.96	46,890.80	109,719.08	214,621.84

#### IV. Trade and Industrial Education

	White	Negro	Total
1. All-day Schools—			
Number Schools.....	66	30	96
Number Teachers.....	72	32	104
Enrollment.....	1,407	696	2,103
2. Evening Classes—			
Number Schools.....	27	9	36
Number Teachers.....	108	45	153
Number Sections.....	115	46	161
Enrollment.....	1,359	726	2,085
3. Part-time Classes—			
a. Trade Extension and Preparatory—			
Number Schools.....	37	9	46
Number Classes.....	173	29	192
Number Teachers.....	169	29	198
Enrollment.....	2,610	422	3,032
b. Diversified Occupations—			
Number Schools.....	35	7	42
Number Teachers.....	36	7	43
Enrollment.....	857	189	1,046
c. Commercial—			
Number Schools.....	52	.....	52
Number Teachers.....	68	.....	68
Enrollment.....	1,792	.....	1,792
4. War Production Workers—Enrollment.....			18,151
5. Expenditures—			

## V. TRADE AND INDUSTRIAL EDUCATION 1942-1943

County	1. All-Day Program				2. Evening Program			
	No. Units		Enrollment		No. Classes		Enrollment	
	White	Negro	White	Negro	White	Negro	White	Negro
Alamance	.....	.....	.....	.....	2	33	33	33
Alexander	.....	.....	.....	.....	.....	.....	.....	.....
Alleghany	.....	.....	14	14	.....	.....	.....	.....
Anson	.....	.....	.....	.....	.....	.....	.....	.....
Ashe	.....	.....	75	75	1	13	13	13
Avery	.....	.....	25	25	.....	.....	.....	.....
Beaufort	.....	.....	.....	.....	.....	.....	.....	.....
Bertie	.....	.....	.....	.....	.....	.....	.....	.....
Bladen	.....	.....	.....	.....	.....	.....	.....	.....
Brunswick	.....	.....	.....	.....	.....	.....	.....	.....
Buncombe	5	1	143	45	1	22	22	22
Burke	.....	.....	18	.....	.....	.....	.....	.....
Cabarrus	1	.....	.....	.....	1	26	26	26
Caldwell	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....	.....
Carteret	1	.....	22	.....	1	.....	.....	.....

	1870	1880	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2130	2140	2150	2160	2170	2180	2190	2200	2210	2220	2230	2240	2250	2260	2270	2280	2290	2300	2310	2320	2330	2340	2350	2360	2370	2380	2390	2400	2410	2420	2430	2440	2450	2460	2470	2480	2490	2500	2510	2520	2530	2540	2550	2560	2570	2580	2590	2600	2610	2620	2630	2640	2650	2660	2670	2680	2690	2700	2710	2720	2730	2740	2750	2760	2770	2780	2790	2800	2810	2820	2830	2840	2850	2860	2870	2880	2890	2900	2910	2920	2930	2940	2950	2960	2970	2980	2990	3000	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140	3150	3160	3170	3180	3190	3200	3210	3220	3230	3240	3250	3260	3270	3280	3290	3300	3310	3320	3330	3340	3350	3360	3370	3380	3390	3400	3410	3420	3430	3440	3450	3460	3470	3480	3490	3500	3510	3520	3530	3540	3550	3560	3570	3580	3590	3600	3610	3620	3630	3640	3650	3660	3670	3680	3690	3700	3710	3720	3730	3740	3750	3760	3770	3780	3790	3800	3810	3820	3830	3840	3850	3860	3870	3880	3890	3900	3910	3920	3930	3940	3950	3960	3970	3980	3990	4000	4010	4020	4030	4040	4050	4060	4070	4080	4090	4100	4110	4120	4130	4140	4150	4160	4170	4180	4190	4200	4210	4220	4230	4240	4250	4260	4270	4280	4290	4300	4310	4320	4330	4340	4350	4360	4370	4380	4390	4400	4410	4420	4430	4440	4450	4460	4470	4480	4490	4500	4510	4520	4530	4540	4550	4560	4570	4580	4590	4600	4610	4620	4630	4640	4650	4660	4670	4680	4690	4700	4710	4720	4730	4740	4750	4760	4770	4780	4790	4800	4810	4820	4830	4840	4850	4860	4870	4880	4890	4900	4910	4920	4930	4940	4950	4960	4970	4980	4990	5000	5010	5020	5030	5040	5050	5060	5070	5080	5090	5100	5110	5120	5130	5140	5150	5160	5170	5180	5190	5200	5210	5220	5230	5240	5250	5260	5270	5280	5290	5300	5310	5320	5330	5340	5350	5360	5370	5380	5390	5400	5410	5420	5430	5440	5450	5460	5470	5480	5490	5500	5510	5520	5530	5540	5550	5560	5570	5580	5590	5600	5610	5620	5630	5640	5650	5660	5670	5680	5690	5700	5710	5720	5730	5740	5750	5760	5770	5780	5790	5800	5810	5820	5830	5840	5850	5860	5870	5880	5890	5900	5910	5920	5930	5940	5950	5960	5970	5980	5990	6000	6010	6020	6030	6040	6050	6060	6070	6080	6090	6100	6110	6120	6130	6140	6150	6160	6170	6180	6190	6200	6210	6220	6230	6240	6250	6260	6270	6280	6290	6300	6310	6320	6330	6340	6350	6360	6370	6380	6390	6
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program, on the other hand, increased very rapidly; and since this program was more intensive in its purpose with pay actually made to students in some instances, it has been more popular, as a comparison of the enrollment figures of the two programs show.

Table IV gives a summary of trade and industrial education for the school year 1942-43. Table V presents figures as to *classes* and enrollment in the regular day trade and evening programs in the several counties.

# I. GROWTH OF TRADE AND INDUSTRIAL EDUCATION (Regular Program)

YEAR	CLASSES			Total Classes and Units	Day Trade Units	ENROLLMENT*				
	Evening	Part-Time	Day Trade Units			Total Classes and Units	Evening	Part-Time	Day Trade Units	Total Classes and Units
1918-19	5	...	...	5	...	128	...	...	128	
1919-20	72	1	...	73	...	775	...	...	806	
1920-21	160	4	...	164	...	1,562	...	...	1,725	
1921-22	189	6	...	195	...	2,309	...	...	2,685	
1922-23	176	13	...	189	...	2,101	...	...	2,715	
1923-24	210	18	...	228	...	2,954	...	...	3,446	
1924-25	229	26	...	259	...	3,216	...	...	3,892	
1925-26	217	25	...	248	...	3,081	...	...	3,769	
1926-27	269	31	...	306	...	4,425	...	...	5,249	
1927-28	295	37	...	340	...	4,531	...	...	5,455	
1928-29	296	39	...	342	...	4,438	...	...	5,689	
1929-30	335	45	...	384	...	4,804	...	...	5,687	
1930-31	353	43	...	398	...	4,983	...	...	5,952	
1931-32	326	51	...	386	...	4,610	...	...	5,984	
1932-33	313	56	...	379	...	4,446	...	...	7,908	
1933-34	348	48	...	405	...	5,004	...	...	10,190	
1934-35	424	71	...	509	...	5,972	...	...	11,046	
1935-36	458	82	...	542	...	7,125	...	...	10,630	
1936-37	496	82	...	578	...	7,593	...	...	11,582	
1937-38	479	105	...	641	...	7,154	...	...	12,122	
1938-39	395	189	...	641	...	5,579	...	...	14,694	
1939-40	486	160	...	714	...	6,756	...	...	9,997	
1940-41	436	221	...	687	...	6,221	...	...		
1941-42	273	425	...	100	...	8,717	...	...		
1942-43	160	308	...	94	...	5,862	...	...		

### III. VOCATIONAL TRAINING FOR WAR PRODUCTION WORKERS

## 1. ENROLLMENT

Year	Laws	Pre-employment	Supplementary	Total
1940-41	668, 812	2,228	2,575	4,803
1941-42	146	11,382	1,698	13,080
1942-43	647	15,101	3,050	18,151

## 2. EXPENDITURES (All Federal Funds)

Year	Laws	Instructional	Equipment	Total
1940-41	812	\$229,741.67	\$ 66,978.68	\$296,720.35
1941-42	146	487,303.50	206,773.16	694,076.66
1942-43	647, 463	878,528.45	99,302.95	977,831.40

[illegible]



## Board to Consider

(Continued from page 7)

from the teacher that a child is or was unlawfully absent from school, he shall report that child's absence to the attendance officer on the form provided for that purpose and giving the information in detail concerning each person so reported as indicated on the form. He shall prepare such reports on unlawful absence in duplicate, sending both copies to the attendance officer. *Whenever possible*, it is suggested that the principal confer in person with the attendance officer concerning each particular case and giving additional facts surrounding each violation of the law which are not indicated on the form. (See B below — "Attendance Officer")

(2) *Court Cases*. In case a child or parent is reported to the court for failure of the child to attend school, the principal may be called as a witness in the case, and it will be his duty to appear when so called at the time and place specified.

c. To report to the welfare superintendent the "School Record", Form D. L. 4, of any child who expects to enter employment following the close of the school term.

3. **THE SUPERINTENDENT**. The superintendent as head of the county or city administrative unit should assume the responsibility for the enforcement of the Compulsory Attendance Law as a part of his duties in the administration of the public schools.

a. He should through teachers meetings, P.T.A. meetings, the newspapers, mimeograph statements and other media keep the public informed about the value, importance and necessity of regular school attendance, and he should advise his principals and teachers as to their duties and responsibilities in respect to the enforcement of the law and in building up public sentiment for regular school attendance.

b. It shall be his special duty to arrange with the attendance office of his unit for meetings with teachers and principals for discussions concerning school attendance and the enforcement of the compulsory attendance law to the end that the law may operate as frictionless and as smoothly as possible.

c. He shall endeavor to arouse

a spirit of cooperation among all concerned—pupils, parents, teachers, principals, attendance officers, and court officials—in the administration of the law.

d. He shall also provide such forms and materials as are necessary for the administration of the law and the Rules and Regulations of the State Board of Education, and distribute this material to the school principals.

*Note:* Some of these forms may be obtained from the State Superintendent of Public Instruction. The superintendent is free, however, to devise any form that may fit the needs of his unit better or furnish statements concerning the question of school attendance to his principals and teachers. This may be necessary in case a special attendance officer is employed. A letter or statement to principals and teachers at the beginning of the year, in which attention is called to the law and with the suggestion that a statement be prepared and distributed to the children for the parents, is especially desirable.

#### B. AS TO THE ATTENDANCE OFFICER—

It is the duty of the attendance officer under the law "to *investigate* and *prosecute* all violators" of the compulsory attendance law.

1. *Investigation*. Upon receiving from the principal a report of unlawful absence covering any child, the attendance officer (or superintendent of public welfare in case no special attendance officer is employed) shall investigate the conditions surrounding the causes of absence of each case. In so far as practicable, the investigation of poverty and truancy should be done by personal visit.

a. *Poverty*. In case the unlawful absence is due to poverty the attendance officer should report the case to the welfare superintendent. In case no special attendance officer is employed the welfare superintendent will provide the necessary clothing to the extent of funds available in accordance with the welfare law.

b. *Truancy and parental indifference*. In case a personal visit is not feasible, a personal letter should be sent to the parent in which attention is called (1) to the child's being reported for unlawful absence and (2) to the failure of the parent to render a valid *excuse* to the teacher for this non-attendance, with (3) the warning that unless the child returns to school immediately, or a satisfactory excuse is rendered to the principal and attendance officer as to why the child is or was not in school, that under the compulsory school law the parent will be prosecuted, or in the case of truancy, that the child will be carried before the judge of the juvenile court.

2. *Prosecution*. If no satisfactory excuse is furnished by the parent within a reasonable time

(stipulate in the letter) as to a child's absence, then the attendance officer shall have a warrant issued against the parent to be served by an officer of the law for appearance in court. If from the investigation truancy has been determined as the cause of a child's absence, then a summons shall be issued on the parent to bring the child in before the Juvenile Court Judge for a hearing. If the child is not brought into Juvenile Court in answer to the summons, then a warrant shall be issued and served by an officer of the law. In case of prosecution the report of the principal shall constitute *prima facie* evidence of the violation of the law. The report of the attendance officer shall also be admitted as evidence in each case.

3. *Report to Principal*. The attendance officer shall report to the principal the results of the investigation, or prosecution, in case there is any, of each case reported. The duplicate copy of the report of the unlawful absence to the attendance officer shall be used for this purpose. The original copy properly filled out shall be retained in the files of the attendance officer as his official record on the case.

### Training of Prisoners for War Industries Highly Satisfactory

Ninety-three men, confined to State Prison for various terms, have completed their training as welders at a school now being conducted under the program of Vocational Training for War Production Workers, sponsored by the Division of Vocational Education of the State Department of Public Instruction. All 93 of these men, it is learned from J. Warren Smith, State Director of the program, have been placed in employment with only six cases that did not work out well.

A majority of these men were employed by North Carolina industries, with a few scattered among ship building plants in other states.

"From no other phase of our training program have we derived the feeling of satisfaction as we have from this group," it is learned from Edward W. Ruggles, Local Director, and J. Warren Smith, State Director of the War Production Training Program.

This training, which is being provided in property formerly used by the National Youth Administration and belonging to N. C. State College, has recently been enlarged to include courses in machine shop and aircraft woodworking. Four sections are operated continuously, with a present enrollment of 36 persons. The welding class has 23 persons in process of being trained.

The local program is in charge of J. L. Sox, Education Director of the State Prison.



## \$2,000,000 Spent for Training War Production Workers

The sum of \$2,060,699 was spent by North Carolina schools on the program of Vocational Training for War Production Workers beginning July 1, 1940, when the program started, to September 30, 1943, it is learned from a recent statement prepared by J. Warren Smith, Director of the State program.

The entire amount, Mr. Smith stated, was provided from Federal funds under laws providing for the expenditure of Federal funds to the State for such purposes. Of the total amount spent in North Carolina during this period, \$1,687,866.03 was for instructional purposes and \$372,833.33 was for the purchase of equipment.

During this period, Mr. Smith further pointed out, a total of 39,688 persons were trained. The average cost per training based upon the total cost was \$52.00. Since this equipment is permanent, however, and is still being used in training other persons, a more accurate figuring on the basis of instructional costs alone gives the average trainee cost as \$42.55.

## Navy Will Accept 17-Year Old High School Boys

"The Navy Recruiting Service is authorized to accept 17-year-old high school boys for enlistment if they are in the last half of the senior class and meet certain requirements," so reads a letter to all high school principals, county and city superintendents, by C. B. Neely, Lt. Commander, U. S. Naval Reserve, Officer in Charge of the U. S. Navy Recruiting Service, Raleigh, North Carolina.

"We are allowed to defer these men until the end of the current school year, if they qualify and meet Navy physical standards," Commander Neely continued. "Within a few days, the Navy recruiter for your community will call on you to discuss more fully this plan. He will also consult you about the best method for presenting it to your senior boys." State Superintendent of Public Instruction Clyde A. Erwin has approved this policy of the Navy.

## Paul A. Reid Succeeds Yelton As Comptroller

Paul A. Reid, Superintendent of the Elizabeth City Public Schools since 1941, was appointed by the State Board of Education upon the recommendation and approval of Governor J. M. Broughton as comptroller of the Board to succeed Nathan H. Yelton, who was granted a military leave of absence. Yelton reported to Fort Custer, Michigan, for duty in the Army on December 26.

Mr. Reid, a native of Surry County, graduated from the University

## DEMOCRATIC CHARTER OF EDUCATION

Adopted by the United States Committee on Reconstruction at a two-day session (April 7-8) on post-war educational problems.

"That education shall be used to build world fellowship. We shall teach so that hatred and aggression are turned against injustice, not used by man against his fellowman. We must teach so that all realize how interdependent the world has become and how, in very truth, the cause of one is the cause of all.

"That education shall be built upon truth . . . We shall create textbooks, radio programs, motion pictures, newspapers and other means of communication devoted to telling people the truth about other people, dedicated to building common understanding.

"That communities and nations shall guarantee freedom to teach and to study. People must be free to pursue research in science, to create in arts and literature, to inquire, to think, to speak. Teachers must be free from imposition of dogmas, economic pressures, or any restrictions that prevent them from leading the youth of the world into their full heritage of the world's knowledge. Students must be free to question, to inquire, to think and speak for themselves. But all must render an account of their freedom by actively striving to keep learning free for all.

"That thru education we shall seek to promote health. Schools must help by feeding the children and youth as part of the school program. Medical care must be available to all.

"That thru education we shall prepare all individuals to contribute to the work of the world . . . We shall strive to give all individuals work experience and guidance as part of education so that they may be ready freely to choose their life work.

"That thru education we shall seek to develop active world citizens.

"That education on an equal basis must be guaranteed by all government. There must be equal opportunity for development thru education regardless of race, birth, sex, creed, income, or age . . .

"That an international office of education will receive our full support and cooperation. The goals we seek for democratic education will be realized only if we set ourselves now to creating the machinery to work them out on an international basis. The education of free men must be adequately financed and supported. These, and other matters of a world organization for democratic education must be designed and executed by an International Office of Education."—From *Edpress News Letter*, April 21, 1943.

with the A. B. degree in 1929. He obtained his Master's degree in 1938, also from the University.

He has had 18½ years of experience in public school work. He was a teacher for four years prior to his graduation from the University. Following his graduation he was for nine years with the Roanoke Rapids High School, the last five as principal. Before going to Elizabeth City he was principal of the Needham Broughton High School in Raleigh.

## Tests Show Need For Library Instruction

The results of an information test on libraries recently given to 470 juniors at the Greensboro High School indicates the need for additional instruction in the use of books and libraries in that school, it is learned from Mrs. Beatrice Hall, who gave the test. Most discouraging results, according to Mrs. Hall, were the responses on the dictionary, encyclopedias, classification and the card catalog.

The test used, *Peabody Library Information Test*, is made up of 17 questions on the parts of a book, abbreviations, classification, arrangement of books on shelves, card catalog, the dictionary, *Reader's Guide to Periodical Literature*, the atlas, and a number of reference books. This test, it is stated, is the

most widely used standard test on the use of the library.

The results of the studies based upon these studies show which library tools are familiar to the students as well as those that they know little about, Mrs. Hall said. "This information will form the basis for instruction in the use of books and libraries to be given this year."

## New Supts. Elected

Since the 1943-44 Educational Directory has come from the press, there have been a number of changes in superintendents. These changes are as follows:

*Shelby*—J. G. Hagan succeeded W. E. Abernethy who has entered the armed services. Thos. H. Wetmore had been elected to this position, but he too was called into the services.

*Tryon-Saluda*—L. K. Singley has been elected to succeed Marcus B. Caldwell, who also has gone into the armed services.

*Mecklenburg*—J. W. Wilson was recently elected to succeed John C. Lockhart as superintendent of the Mecklenburg County Administrative Unit. Miss Eloise Rankin, County Supervisor, had been acting superintendent for the past several months.



# Edpress News Letter Names 1943 Outstanding Events

*Edpress News Letter*, published by the Educational Press Association, has named the ten most outstanding educational events of 1943 for the Nation, based upon nominations of its membership. The list follows:

1. The U. S. Senate debates on Federal aid to education—the first national airing of education's needs in nearly three quarters of a century.

2. Education's acceptance of the challenge for international planning—as exemplified in the Harpers Ferry meeting of the International Education Assembly and conferences of the Committee on Educational Reconstruction together with the publication and widespread distribution by the Educational Policies Commission of the National Education Association of the Pamphlet "Education and the People's Peace."

3. The teacher shortage; the trend to lower teaching standards to supply teachers; and the drop in teacher-training enrollments.

4. Trend toward equalization of salaries of Negro and white teachers. Litigation concerning this matter has taken place in practically every state maintaining separate educational facilities for the races; in the majority of instances Negro teachers won their point by consent decrees.

5. The Osborne Committee Report, recommending a billion dollar educational program for returning veterans, and introduction of S.1509 by Senator Thomas carrying the recommendations.

6. Developments in Latin American educational relations as shown in (a) the significant study by the American Council on Education of the manner in which our textbooks deal with Latin America; and (b) the first meeting of ministers of education in the New World held in Panama.

7. The Army Specialized Training Programs, by means of which colleges and universities were "saved from becoming drafty, empty halls of learning."

8. America's awakening to the need for technical education — as exemplified by the establishment of a U. S. Office of Education Committee to study this missing rung in our vocational-professional ladder.

9. "The Cheshire cat-like disappearance" of the National Youth Administration from the educational scene.

10. The spirited response of teachers and administrators to the National Education Association's War and Peace Fund Campaign.

## What About North Carolina?

What were the ten most outstanding events in North Carolina during 1943? This *Bulletin* will attempt to assemble this information, if you who read this will send us your nominations. Simply make your list on a penny postal card of one, two, three, four, or the entire ten events which you think were most outstanding and send the list to L. H. Jobe, Raleigh, N. C.

## WPB's MRO Ratings Clarified

Restrictions on the use of blanket MRO ratings for laboratory instruments and equipment or for parts are clarified in a statement issued recently by the War Production Board's Safety and Technical Equipment Division.

A blanket MRO rating, as defined in Priorities Regulation 3, is a rating assigned for maintenance, repair or operating supplies without specifying the kind and quantity of the material to which the rating may be applied. Such ratings are assigned by CMP Regulations 5 or 5A, and by certain other WPB regulations, certificates, or orders, including orders in the "P" series.

Priorities Regulation 3, as amended December 18, 1943, makes clear that restrictions on the use of blanket MRO ratings for laboratory instruments and equipment apply to parts for such items (whether or not such parts are for repair or maintenance) as well as to the finished items themselves. The only blanket MRO ratings which may be used for laboratory instruments or equipment, or parts thereof, are ratings assigned under the following orders: P-43 (Laboratories), P-68 (Iron and Steel), P-89 (Chemicals), P-98-b (Petroleum), P-56 (Mines), P-58 (South American Copper Production), and 73 (Non-ferrous Smelters and Refiners).

Persons not operating under one of the "P" orders listed above should apply for ratings for laboratory instruments, equipment and parts on Form WPB-541 (formerly PD-1a).

## New Edition of Book "Man and the Motor Car" Now Being Used

"Man and the Motor Car" is the title of the textbook chosen to be used in the pre-induction driver education courses now being start-

ed in many of the high schools of the State. A new edition of the book has been printed, and deliveries have been made to those units that have indicated their intention of giving the course, which is being given under the joint direction of the Division of Instructional Service, State Department of Public Instruction, and the Highway Safety Division of the Motor Vehicle Department.

## AAA Issues Teacher's Manual on Wartime Driving

"Wartime Driving" is the title of a Teacher's Manual just published by the American Automobile Association as an aid to schools in their introduction of Pre-Induction Driver Education Courses. These courses are now being instituted throughout the country at the request of the Army for more 18 year old inductees with previous knowledge of and skill in automobile driving. More than 400 schools in North Carolina have already indicated their intention of giving this course, some having actually started.

"This new manual," it is stated by W. L. Robinson, Associate Director of the Traffic Engineering and Safety Department of the AAA, "contains all of the material that a teacher, though without special training in this field, needs to present an effective course."

Copies of this manual are available from local AAA Motor Clubs, or from the National AAA, Traffic Engineering and Safety Department, Washington, at 45 cents each.

## Modifications in Wartime Restrictions Affecting Schools Urged

Modifications in wartime restrictions as they affect the public schools were urged at a conference of school business officials, and city and state superintendents held in New York last November under the sponsorship of the U. S. Office of Education. The specific proposals urged were:

1. That schools be made a separate class district from other instructional users,
2. That provisions be made for more generous allotments,
3. That the OPA place on its staff a person thoroughly familiar with problems of schools in relation to food rationing,
4. That an advisory committee be appointed in order that the OPA might have the benefit of the experience of persons familiar with the various aspects of use of foods in the school program, and
5. That better channels of information relating to OPA matters be provided, probably through the U. S. Office of Education and the Chief State School Officers to the local districts.



## University (Chapel Hill) Will Make Suggestions to Prospective Girl Students

To assist those girls who plan to enter the University, Chapel Hill Unit, for their junior-senior work, the Office of Pre-College Guidance of the University has announced that it will make suggestions as to a course of study for the freshman-sophomore years of those girls. Any one desiring this service should send a transcript of her high school record, the name of the institution at which she expects to take such work, and the field in which she expects to major.

This service is being provided for two reasons: (1) The University (Chapel Hill Unit) does not admit young women until they have completed two years of academic work in some other recognized college or university; (2) To eliminate the possible loss of credits and thus avoid deficiencies in course requirements. Superintendents and principals are requested to call this matter to the attention of girls now in their senior year in high school.

## High School Enrollment Drops

The enrollment in the public high schools for the year 1943-44 is 5,761,000, or about one million below the peak enrollment of 6,714,000 in 1940-41, a preliminary estimate made by the U. S. Office of Education of the Federal Security Agency indicates, the FSA said recently.

The estimated present enrollment, made up of 2,701,000 boys and 3,060,000 girls, is approximately the same as the total in 1933-34. The 1943-44 enrollment is 6.2 per cent less than last year, and represents a drop of 246,000, or 8.3 per cent, among the boys and 135,000, or 4.2 per cent, among the girls.

Enrollments in the junior and senior classes of high schools have declined between 9 and 10 per cent since last year. The number of boys declined about 15 per cent, the number of girls about 5 per cent. This drop is probably accounted for by the large numbers of students who have left school for work in industry and for service in the armed forces.

## New Professional Magazine

*Educational Leadership* is the name of the magazine now published monthly, October through May, by the Department of Supervision and Curriculum Development of the National Education Association. This new publication combines *Educational Method* and the *Curriculum Journal*. The subscription price is \$3.00 a year, but to members of the Department the \$4.00 membership dues will include subscription to this magazine and the yearbook.

## School-Health Coordinating Service Issues Publication

"Suggestions and Helps for Classroom Health Activities" is the title of a publication recently issued by the School-Health Coordinating Service, jointly operated division of the State Department of Public Instruction and the State Board of Health. This publication, prepared in 1940 by Dr. Walter Wilkins, formerly coordinator, and his staff, was originally issued in mimeograph form and classroom tested in several counties of the State. The printed edition now issued, therefore, is in reality a revision of the mimeograph edition.

The principal objectives of this handbook, as stated in its preface are:

- (1) To serve as a reference book for health instruction
- (2) To serve as a guide for the teacher in carrying out health inspections; and
- (3) To enable her to correlate her classroom health activities with the school health program being carried out by the local health department."

It contains chapters on Health Inspection of Pupils, Weight and Height, Physical Vigor, General Nutrition, Posture, Anemia, Muscles, Skin and Some Common Skin Diseases, Hair and Scalp, Throat-Cough-Neck, Nose - Breathing - Adenoids, Teeth and Gums, Ears, Eyes and Their Care, Arms-Hands and Fingers-Joints in General, Feet-Gait-Poise, Health Habits - Classroom Sanitation, and Mental Health and Nervous Conditions.

The booklet is being used in certain counties where school-health programs are sponsored by the School-Health Coordinating Service.

## College Enrollment Decreases

This year's enrollment in colleges and other institutions of higher education are more than one-quarter below the 1940 peak, according to a preliminary enrollment survey made by the U. S. Office of Education of the Federal Security Agency. This year's total of about 1,110,500 persons—608,050 men and 502,450 women—represents a decrease of 8 per cent below last year's figures.

The decrease is particularly heavy in teachers colleges and normal schools; their present enrollment comes to only about 40 percent of the number preparing for a teaching career in 1939-40.

Of the present total, almost one quarter—384,050 out of 1,110,500 students—have been assigned by the armed forces for specialized training. The non-military enrollment of 726,450, including 229,220 men and 497,250 women, represents a drop of 36.9 percent from last year.

For the men the decrease is 65.4 percent; for the women it is only 4.7 percent.

## More Gymnasium Shoes Will Be Produced

The U. S. Office of Education has received the following statement from the Office of Rubber Director relating to increased production of gymnasium shoes:

We are very much aware of the shortage of rubber-soled canvas-topped gym and tennis shoes. This shortage is serious and everything possible is being done to resume the production of these articles.

Synthetic rubber and reclaim are now available and it is a question of working out a program which will not interfere with special types of combat footwear and more essential civilian industrial and health items.

Answering your questions specifically:

1. Provided the demands of the Army forces permit, there is a planned program to produce gymnasium shoes and it is expected that a number of factories may start production in January.

2. Most of these plants are located in the East and it will probably be 30 to 60 days after production is started that there will be any quantities available in the East and a little longer in the Middle West and West Coast.

3. No ration coupon will be required and arrangements have been worked out with OPA so that they will be ration-free.

Concerning item 3, this Office is advised by the Office of Price Administration that shoes which contain no leather and which have soles attached by vulcanization will be ration-free, while shoes which contain leather or which have rubber soles stitched to the uppers or attached by means other than vulcanization will be rationed.

## School Film Available

How adequate schools, adequately equipped, and better paid teachers bring a dollar and cents return to community, state and nation, is the theme of a new sound motion picture, "Pop Rings The Bell." Production of this motion picture has been assigned to The Jam Handy Organization, Detroit, Mich., by its sponsors, The National School Service Institute.

Upon completion, prints or copies in 16mm. will be made available for showings before special groups, including PTA, business men's and business women's clubs and organizations, tax-payer and civic groups. The picture dramatizes the new and growing needs of schools to provide the kind of education the community and Nation must have to meet the new demands inevitable in the postwar world.



## Forum Discussion As Debate Forerunner Takes Well

The results of the classroom forums participated in by many of the high schools of the State as a forerunner of this year's Statewide debate contest, annually sponsored by the University of North Carolina, are "highly gratifying" to C. E. McIntosh, Acting Secretary of the North Carolina High School Debating Union.

This year for the first time packages of authentic materials concerning the debate topic, Post-War Organization for World Peace, were assembled at cost by the Union to be used in forums and debates preliminary to the actual debate contest. It was the idea that that sort of discussion would not only broaden participation, but that it would also increase the knowledge of those students who wanted to enter the contest.

According to Mr. McIntosh, this proposal met with instant approval. More than a hundred schools have had or are now holding such forums. He states also that 150 or more schools will enter the triangular debates, the query for which reads: "*Resolved, That the United States should join the other nations in a program of world security and that the association so formed should have an adequate police force.*"

## Court Upholds Rule Barring Pupils From Secret Societies

The State Supreme Court, in an opinion handed down on January 12, upheld the Durham Board of Trustees in its ruling that pupils belonging to secret organizations may not participate in extra-curricular activities. The case was appealed to the Supreme Court by the plaintiffs, John Rod Coggins, Jr. and others, on the grounds that the school board denied them advantages guaranteed by the school laws after the Superior Court had dismissed the case last fall.

The Supreme Court opinion, written by Associate Justice M. V. Barnhill, stated:

"The States provides free educational facilities for children of the State, and each child has a right to attend schools of his district. But this is not an absolute right. Schools, to be effective and to fulfill the purposes for which they are intended, must be operated in an orderly manner.

"Machinery to that end must be provided. Reasonable rules and regulations must be adopted. The right to attend school and to claim the benefits afforded by the public school system is the right to attend subject to all lawful rules and regulations prescribed for the govern-

# TAR HEEL EDUCATORS

## The Binghams

*By Beth Crabtree of the State Department of Archives and History*

The Binghams—William, William James, and William and Robert, for three generations outstanding teachers in North Carolina, represent over a century of labor and achievement in the field of education.

Reverend William Bingham, the first of the family to come to this country, was a native of Ireland and an honor graduate of the University of Glasgow. As a participant in an unsuccessful rebellion, he fled Ireland and came to America in the latter part of the eighteenth century. After landing in Delaware, he continued south and located in Wilmington, North Carolina. Bingham remained there, as principal of the Wilmington Academy, until 1793 when he became head of the Pittsboro Academy. Eight years later he left Pittsboro to fill the post of Latin professor at the University of North Carolina. In 1806 he left Chapel Hill for Hillsboro, again establishing an academy for the instruction of boys. Desirous of raising his sons in the country, he moved the academy from Hillsboro, ten miles northwest, to Mt. Repose, where he remained until his death in 1826.

Following the death of Reverend William Bingham the school was taken over by his eldest son, William James. The latter was born in Chapel Hill, April 6, 1802, attended his father's school, and helped with the farm work until he entered the University of North Carolina in 1821. Four years later, in accordance with Bingham tradition, he graduated with highest honors. For a short time he taught school in Williamsboro, but soon devoted his time to the study of law under Judge Archibald D. Murphey. Upon the death of his father, however, William James returned to Mt. Repose to take over the instruction for the remainder of the term and, after due persuasion, he dropped his law studies to become the second headmaster of the academy. His reputation as a teacher was widespread and the academy was accordingly popular, yet he consistently stuck to his ideal of a small but thorough school, limiting the student body to thirty. In 1827 the academy was moved back to Hillsboro where it remained for ten years before being returned to the country—this time to Oaks, Orange County. Although William James was headmaster for forty years, serving until his death in 1866, he was ably assisted by his sons, William and Robert, whom he had associated with himself as partners in 1857.

William, the fourth child and eldest son of William James and Eliza Norwood Bingham, was born in Hillsboro, July 7, 1835. After completing his early schooling, he attended the University, graduating with honors in 1856. The three Binghams, in their association, divided the instruction between them with William James teaching the upper classes and the two sons teaching the lower ones. But due to his father's poor health and Robert's immaturity, William assumed most of the administrative responsibilities.

The War Between the States brought many changes to the academy. In 1864 the legislature granted William a thirty-year charter and the school for the first time was incorporated as "The Bingham School." It also became a military institute; the headmaster was commissioned a colonel in the State militia and the teachers were given commissions of lower rank. In the same year, finding difficulty in obtaining provisions, Colonel Bingham was forced to move the school from Oaks to a site near Mebane. At this new location several dormitories were built and a boarding department was added. William was also engaged in writing texts of Latin and English grammar, which were popular for many years throughout the United States. By the winter of 1872, however, his duties as administrator, writer, and teacher had severely weakened him. He died in February of the following year.

At the beginning of the war, Robert Bingham had left to fight for the Confederacy, but with its conclusion he returned to Mebane to assume his share of the school's responsibilities. In 1891 Robert moved to Asheville and opened a new Bingham school there, while the old academy continued near Mebane, under the supervision of various members of William's family, until the early part of the nineteenth century. The academy in Asheville was suspended following Robert's death in 1928.

Although Robert Bingham did much to expand his own institution, his interests were by no means confined to the field of private education. He was prominent in all programs relating to public education, as well as in the movements for the establishment of the State Agriculture and Mechanical School in Raleigh and the Greensboro Normal College.

Thus for more than a hundred years the Binghams steadily and tirelessly devoted their energies to the systematic and thorough training of the minds, bodies, and morals not only of the boys of North Carolina, but also of those from many other states of the Union.



ment thereof. This is all the plaintiff may claim.

"It is generally held that local school authorities have the inherent power to make rules and regulations for the discipline, government, and management of the schools and pupils within their district. The rule (of the Durham Board of Education) makes no attempt to deny the plaintiff any instruction afforded by class work or by the required curriculum of the school. Nor is he denied the right to participate in extra-curricular activities. It is merely made optional with him to determine whether, against the known wishes of the school authorities, he prefers to continue his membership in a secret society and thereby forfeit participation in the privileges afforded by the extra-curricular activities of the school, which, by compliance with the rule, would be available to him. He has now arrived at one of the cross roads of life. He must decide which course he will take, and the choice is his."

## Latin-American Films Available For Distribution

Films suitable for use as teaching aids in the instruction of pupils about the Latin-American countries may be borrowed from The Southern Council on International Relations, Box 568, Chapel Hill, N. C. The films are for use on a 16mm. projector. There are no costs except that transportation charges both ways must be assumed by the borrower.

The complete list follows:

Name	Type	Length (Min.)
A Line from Yucatan	color	9
Americans All	B&W	24
Argentine Primer	B&W	23
Argentine Soil	B&W	20
A Town in Old Mexico	color	10
Bounteous Earth	color	9
Brazil	color	11
Brazil Gets the News	B&W	10
Brazil's Fishing School	B&W	18
Buenos Aires & Montevideo	color	10
Chilean Ski Team		
Columbia	B&W	10
Columbia, Crossroads of the Americas	B&W	27
Cuernavaca	color	10
Defense Against Invasion	color	12
Down Where the North Begins	color	21
Fiesta of the Hills	color	10
Fire and Water	both	10
Good Neighbor Family	B&W	20
Grain That Built a Hemisphere	color	10
Guadalajara	color	18
High Over the Border	B&W	21
High Spots in a High Country	color	19
Hill Towns of Guatemala	color	9
Introduction to Haiti	color	9
Mexico Builds a Democracy	color	20
Mexico City	color	11
Montevideo Family	B&W	19
Orchids	color	10
Our Neighbors Down the Road	color	44
Pan American Bazaar	color	9
Patagonia Playground	color	10
Patzcuaro	color	11
People of Two Worlds	color	10
Schools to the South	B&W	12
Silent War	B&W	10
Sky Dancers of Papantla	color	11
South of the Border	color	40
Sundays in the Valley of Mexico	color	11
Tehuantepec	color	10
The Day is New	B&W	10

## Brotherhood Week Suggestions

"Brotherhood or Chaos—History Shall Not Repeat Itself" is the theme of the annual observance of Brotherhood Week, February 20-26, 1944 sponsored by the National Conference of Christians and Jews. Students and teachers may wish to include this theme in their Washington's Birthday programs.

Brotherhood Week is designed for community organizations of every kind. Schools and colleges took a conspicuous part in the 1943 observance, in which 3,000 communities in the United States participated, it was reported.

The Duluth Intercultural Education Committee, a group of teachers in Duluth, Minn., has prepared a suggestive core of material for use in Brotherhood Week programs at the junior high school level. These suggestions and others, including pageants, plays, posters, a movie, and outlines of other activities are available by writing the sponsoring agency, The National Conference of Christians and Jews, Inc., 381 Fourth Avenue, New York, N. Y.

This is Ecuador	B&W	20
Venezuela	color	10
Venezuela Moves Ahead	color	40
Veracruz	color	18
Water: Friend or Enemy?	color	10
Winged Scourge	color	10
Wooden Faces of Totonacapan	color	9
Yucatan	color	20

The Southern Council on International Relations is an organization whose purpose is "to promote interest through civic education in the relations of the South with neighboring countries and other parts of the world." It has members, leaders of their communities, scattered throughout the ten southeastern states. It sponsors and annual conference where important national and international issues are discussed.

The work of the council is directed in two major fields: International Relations and Inter-American Affairs. Local councils have been established in a number of North Carolina cities. The main office at Chapel Hill assists the local centers in preparation of programs in the following ways: By distributing literature, by lending films on Latin-American (see list above), by providing scripts for radio programs and exhibits on the cultural life of Latin American, by furnishing speakers and by planning programs for institutes and conferences.

Professor Fletcher M. Green of the University is Director, and Professor Eugene E. Pfaff of the Woman's College, Greensboro, is Executive Secretary.

## Teaching Aids Issued By Treasury Department

The War Finance Division of the Treasury Department has recently issued a number of publications in order to help answer the question, "How can my daily classes contribute to the war effort at the same time they are achieving the objectives set for elementary and secondary schools?" The titles of two of these pamphlets are: *The Teacher of English and the War Savings Program* and *The Teacher of Mathematics and the War Savings Program*.

As intimated by the question above, these bulletins, published by the Education Section of the War Finance Division of the Treasury Department, were prepared for the purpose of correlating classroom instruction with the present situation in regard to the war. Although the theme of each is centered around the War Savings Program, both publications present material as to the broader aspect of the war—the understanding and attitudes necessary and ways in which teachers may motivate discussions in the various phases of this program of the home front.

Copies of these publications are available to teachers from the War Finance Office, Greensboro, N. C., or from the Education Section of the War Finance Division of the Treasury Department, Washington.

## North Carolina Educational Directory, 1943-44, Distributed

The 1943-44 edition of the Educational Directory of North Carolina came from the press during Christmas week and copies have been sent to all superintendents and to others who had made request for this publication. A few more copies are available upon request from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

## Essay Contest Announced

"Pioneer Pattern for the Nation of Tomorrow" is the subject of an essay contest sponsored by the American Legion Auxiliary and open to high school students. Prizes will be 52 sets of the World Book Encyclopedia, one for a winner in each legion department; the best of all essays submitted will receive a cash award of \$100.

Colorful posters announcing conditions of the contest and a reading list have been prepared as an aid for students entering the contest and may be obtained without charge from The Reference Library, WORLD BOOK ENCYCLOPEDIA, The Quarrie Corporation, 35 East Wacker Drive, Chicago 1, Illinois.



## From the Past

### 5 Years Ago

"Miss Julia Wetherington, Supervisor Public Schools of Anne Arundel County, Maryland, will come to the Department as associate in the Division of Instructional Service on March 1, it is announced by Superintendent Erwin.

"The annual convention of the North Carolina Congress of Parents and Teachers will be held in Winston-Salem on April 20-22, this year.

"The seniors of the Department of Education of Meredith College, accompanied by Professor B. Y. Tyner, made their annual visit to the office of the State Superintendent of Public Instruction last month.

"Conferences of Negro high school principals are now being held at convenient places throughout the State, it is recently announced by the Division of Negro Education of the State Department of Public Instruction.

"The January number of *State School Facts*, official publication of the State Department of Public Instruction, was concerned with the administration of the public schools.

"According to *Green Lights*, the excellent student publication of the Greenville High School, the biology students have recently organized a Museum Club.

"A State-wide Council of Adult Education has been appointed by Governor Hoey.

"During the latter part of January and the first weeks of February, the State Department of Public Instruction through its Division of Instructional Service has cooperated with the Carolina Dramatic Association in holding Institutes on Dramatic Art at four selected centers of the State.—*Public School Bulletin*, February, 1938.

### 15 Years Ago (1928-29)

#### General Statistics:

Total enrollment .....	855,882
Attendance .....	644,755
Percentage in A.D.A. ....	75.3
Aver. term in days.....	152.9
Percentage enrollment in schools having terms of 8 mos. or more	
White .....	79.6
Negro .....	34.8
No. one-teacher schools .....	2,096
No. two-teacher schools .....	1,516
No. three-teacher schools .....	593
No. consolidated schools .....	986
No. transportation vehicles .....	3,618
No. pupils transported .....	165,328
Total current expenditures .....	\$27,961,531.85
Total capital outlay.....	7,979,786.85
— <i>Biennial Report of the Superintendent of Public Instruction, 1928-29, 1929-30.</i>	

## The Educated Man

The Education Policies Commission of Washington, D. C., has set up some standards for the educated man. They are listed here and should serve as an excellent yardstick:

**THE INQUIRING MIND:** The educated person has an appetite for learning.

**SPEECH:** The educated person can speak the mother tongue clearly.

**READING:** The educated person writes the mother tongue effectively.

**NUMBER:** The educated person solves his problems of counting and calculating.

**SIGHT AND HEARING:** The educated person is skilled in listening and observing.

**HEALTH KNOWLEDGE:** The educated person understands the basic facts concerning health and disease.

**HEALTH HABITS:** The educated person protects his own health and that of his dependents.

**PUBLIC HEALTH:** The educated person works to improve the health of the community.

**RECREATION:** The educated person is participant and spectator in many sports and other pastimes.

**INTELLECTUAL INTERESTS:** The educated person has mental resources for the use of leisure.

**CHARACTER:** The educated person gives responsible direction to his own life.

### 20 Years Ago

#### Superintendents:

Bertie—H. W. Early
Clay—Allen J. Bell
Forsyth—T. H. Cash
Guilford—Thomas R. Foust
Henderson—R. G. Anders
Johnston—H. B. Marrow
Lenoir—E. E. Sams
McDowell—N. F. Steppe
Montgomery—J. S. Edwards
Nash—Linwood S. Inscoe
Orange—R. H. Claytor
Pasquotank—M. P. Jennings
Pender—T. T. Murphy
Randolph—T. F. Bulla
Richmond—L. J. Bell
Scotland—L. M. Peele
Stokes—J. C. Carson
Vance—E. M. Rollins
Warren—J. Edward Allen

—*Directory of the School Officials, 1923.*

## From the Press

### The Schools In War-Time

The Nation's public schools, elementary and high, have passed the crisis of the war-time teacher shortage, a survey just completed by the United Press discloses; but it is indicated that they still face critical man-power problems in the sciences, mathematics and trades. Fewer teachers are needed now, it is revealed, because thousands of high school students have left the class rooms for high paying jobs in war industries.

Now as the schools approach their second term, in the third year of war, many educators are voicing fears that educational standards may deteriorate. And these fears are not without reason. It appears that many well qualified teachers who have volunteered or who have been inducted for military service have been replaced by substitutes not all of whom are well qualified. And, as a matter of fact, many schools have closed.

As a means of plugging gaps in the teaching ranks, there is a tendency in many parts of the country to raise teacher salaries, lower teaching standards, to merge classes, consolidate schools, and in some instances to discontinue schools.

The schools are traveling a hard road just now; but we believe most of them are carrying on exceptionally well under the circumstances. The importance of keeping school standards at the highest possible level, even though there is a war on, cannot be too strongly emphasized. We are living in a time when the need for education in all lines is greater than ever before.—*Greensboro Record*, Jan. 8, 1944. Editorial.

**Wayne.** The Wayne County Board of Education at its January (3rd) meeting Monday approved Wayne County school teaching on Saturday provided the Saturdays are taught as designated and alternated on a county-wide basis beginning January 8th.

**Wake.** Dr. James E. Shepard, president and founder of the North Carolina College for Negroes has been honored by the officials of the Wakefield-Zebulon School for Negroes in Wake County. The school will be known as the Shepard School after the current year, it was announced yesterday (Jan. 5).

**Guilford.** Guilford county commissioners will hear a request Monday, January 24, for \$5,000 to erect buildings for community canning projects in the Sumner and Alamance communities. Resolution calling for the appropriation was passed by the county school board at a special session yesterday (Jan. 15).



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

March, 1944

Number 7



OLAN V. COOK  
UNIV. LIBRARY  
CHAPEL HILL, N. C.

Cooperative student working at cosmetic counter

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter .....	2
Calendar for March .....	2
Cover Picture .....	2
Editorial Comment .....	3
Guidance is Vital School Service Says State Supervisor .....	4
Distributive Education Provided in 13 City Units .....	4
High School Students May Get Draft Deferment .....	4
Use of EES Card Explained in Bulletin .....	4
April is Cancer Control Month .....	5
Visual Units Released for Educational Purposes .....	5
Postwar Planning is Subject of Publication Special College Entrance Examination Given High School Seniors .....	5
Educational Benefits Available to Children of World War Veterans .....	5
Vocational Material Listed and Evaluated by Committee .....	5
Distributive Education Includes Large Variety of Subjects .....	6
NCEA Meeting Scheduled for March 22-24 in Raleigh .....	6
National Negro Health Week and Poster Contest .....	6
Distributive Education Relates Directly to Business .....	6
Davie County Organizes for Guidance Retirement System Has Become a \$10,000,000 Concern .....	7
University Teacher Training Program Announced .....	7
Textbook Division Provides H. S. Library Books Valued at \$50,129.44 .....	7
Available Guidance Materials .....	7
State School Facts .....	8-9
South Carolina Follows Example Set By This State .....	10
\$50,000 Expended for Distributive Education .....	10
Increase in Teachers of Bible Shown .....	10
Easter Seal Sale Set for March 9-April 9 .....	10
Distributive Education Promotes Wartime Program .....	10
Idea Suggested For English Teachers .....	11
In-Service Teacher Training Program Promoted by School-Health Coordinating Service .....	11
Essay Contest for Negro Schools Announced .....	11
Elementary Schools May Promote Guidance Activities .....	11
Number of School Papers Fewer .....	11
Schools Provide Counseling Service .....	12
Free Loan Packets from the United States Office of Education .....	12
Arbor Day Program—State Forester Holmes Says Plant Trees .....	12
Peabody Will Give Two Summer Scholarships .....	13
Robeson Indian Teachers Organize for Professional Study .....	13
Child Labor Manifesto (box) .....	13
Future Farmers Produce More Food .....	13
Inviting You (box) .....	14
Beautification Project Completed at Star School .....	14
Tar Heel Educators .....	14
Education In Other Countries .....	15
From the Past .....	16
Hope of the Future (box) .....	16
New Compulsory Attendance Bulletin To Be Printed .....	16
From the Press .....	16

## STATE OF NORTH CAROLINA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

March 1, 1944

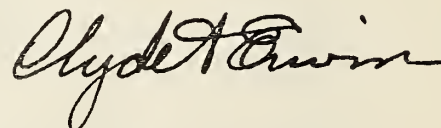
### To Superintendents, Principals and Teachers:

*I wish to urge all of you to give some support to the N.E.A. War and Peace Fund. I was sorry to learn at the A.A.S.A. Convention in Atlanta that our State is lagging behind the other states in the raising of this fund. We need to give support to the national effort to maintain and promote our schools.*

*In the nation as a whole, one hundred thousand teachers have left the schools since Pearl Harbor. Two hundred thousand teachers are new to their positions this school year and ten thousand teachers are paid less than \$300.00 per year. During this period the cost of living has risen 22%. At the same time our source of supply, namely, enrollment in teacher training educational institutions, has been dangerously reduced.*

*Unless we can maintain an adequate teaching personnel and an adequate source of supply of new teachers, our schools will not be able to meet the challenges of peace time problems. The battle which is being waged on a national scale affects the welfare of every teacher in our own State. Together we are fighting the battles of democracy and if we are to be successful we must fight together, in order that the war cry "the schools must go on" shall not have been made in vain. If you or your schools have not made a contribution, let me urge you to do so at once. If I did not consider the situation serious, I would not use this letter for the support of this drive.*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for March

- 9-15—Girl Scout Week
- 15—Andrew Jackson's birthday
- 17—St. Patrick's Day
- 22-24—NCEA Annual Meeting, Raleigh
- 25-31—China Book Week
- 25-31—Health Week
- 30—Alaska Purchase

### Cover Picture

400 high school seniors, selected because of interests and aptitudes in retailing work, were enrolled in distributive education classes in 16 North Carolina high schools during 1942-43. This instruction is a part of the vocational education program. The picture shows a student on the job making a sale of hand lotion.



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## Editorial Comment

### This Month's State School Facts

Both Distributive Education and Occupational Information and Guidance Services, parts of the vocational education program jointly supported by Federal, State and local governments, are briefly described in this number of this *Bulletin*. In addition to what is presented under the section *State School Facts*, several other articles pertaining to these two types of training are given on other pages. By presenting these articles the attempt is made to show the scope and extent of these school services.

As the reader will observe both are practically new. The reader will also note that whereas one, distributive education, is a type of training for a particular type of worker, the other is really a guidance program—a teaching procedure so to speak involving the use of a special technique with the aid of a special counselor in the upper grades especially. Whereas distributive education applies only to those who elect to take the courses in the merchandising field, guidance service extends over the entire school and applies to every boy and girl.

Distributive education, as it now obtains in the public schools, is small, having only 400 students enrolled. In its very nature this program will always be relatively small, depending of course upon the number of replacements necessary in the distributive occupations.

Guidance service, on the other hand, is a function of the school in its relation to the child. Although the general practice is to apply guidance principles to high schools only, elementary teachers can and should enlarge their services by a careful study of the meaning of the term guidance and understanding of its significance in the life of the child.

## Schools of Tomorrow

What shall the schools of tomorrow be like? What will they teach? And what part will they play in preserving the peace that is to follow this war? These are some of the questions that educators all over the world should be studying.

It will be generally conceded, we are sure, that it is the responsibility of the schools to teach people how to do, to act and to live—to develop their maximum usefulness to themselves and to the society in which they live. In order to do this, the schools must provide full opportunity for each child to acquire the necessary knowledge and skills not only for doing a job satisfactory, but also for the development of useful appreciations and right attitudes in living with others.

What are some of the things that the schools of tomorrow should have in order that this opportunity for the full development of the individual may be realized?

Better organized teaching, of course. The "lecture-textbook-memorizing type of learning" now gen-

erally in vogue must be supplemented by life experiences. If we are preparing citizens to participate in a democratic way of life, then democracy must obtain in teacher-pupil relationship to the degree suitable to the various age groups taught.

In addition to a better teaching program the following should be available in most schools of tomorrow: library services, extra curricula activities, work experience, placement services, transportation facilities, lunch facilities, health services, and camp experience. The schools of tomorrow need not close at the end of a nine months term. The summer time of many children should be devoted to recreation, work experience, and camping activities—all properly supervised. And following graduation from school and college, some organized group activity should be provided for recreation and for study. The citizens of the community, the State and the nation should be educated as to the various types of governments, the causes of war, and as to the best way of preserving peace. These are some of the possibilities of the schools of tomorrow.

### Just Half As Important To Teach Child As To Arrest His Father

"I see by the paper this morning that Maine is thinking about raising the pay of its state troopers and also of its teachers. The motorcycle cops would receive about \$1,560 a year. The teachers would be boosted to \$720." So writes E. B. White in Harper's Magazine for April, 1943. He then commented: "It is now almost half as important, in the eyes of the state, to instruct a child as to arrest his father."

This ironical situation quite characteristically represents the attitude of the public toward the significance of the teacher. Why is the value of the teacher so greatly underrated? One answer certainly is that we have done little to sell ourselves to our communities. We have done our jobs and waited for the world to acclaim our achievement. The world for the most part has continued to sit on its hands. It is necessary for teachers to pocket their pride and professional false modesty. We must develop for ourselves some of the attributes of advertising. We must learn more about the teacher in the democratic community. The teacher should not be just anyone fulfilling the state requirements who is willing to work at the lowest salary. He should be one with the highest qualifications the community can secure. His salary should be such as to command the attention of the choicest college graduates.

To achieve both these objectives it is necessary for all teachers primarily to lend their whole efforts to the business of teaching and to do a highly competent job. The teacher himself should develop a more healthful respect for his profession and never cry it down. The "Booster" type citizen of the 1920's seems a ridiculous figure now, yet we need to recapture some of his optimism and some of his aggressive spirit. For a teacher to belittle the sanctity of his work, to sneer at the achievements of other teachers, or publicly to criticize the cause of education should be looked upon as betrayal. Teachers too often assume an apologetic attitude toward their profession. They seem to themselves to be members of a "weak sisterhood." Let us shout the praises of one another to our communities. Let us talk up the cause of education. Let democratic America see that the vital force of the educator in the community is the very core of the American dream.

Each teacher must count himself as one charged with the responsibility of convincing the world that there is no greater work to be done than that of teaching, that it must be done by the best talents, and that adequate rewards must be made to bring such talents to the classroom.

Then we must stand ready to support financially and in spirit the programs of our professional associations. We owe almost every advance we have made to their work. Today they are more dynamically active than ever. Not to belong to all of them is as foolish as to raise a family without carrying life insurance. Local and county associations supplement the work of the state and national associations. The total effort must be accumulative. It must pass from teacher to teacher and then through our professional associations. Don't let George do it. You do it.—Lincoln Atkiss, President, Delaware County Teachers' Association, in November, 1943, Delaware County School News.



# Guidance is Vital School Service Says State Supervisor

Based upon the philosophy that the objective of a guidance program is "To place each child where his strength, vigor, skill, and intelligence may be utilized to the best advantage to himself and to society," then guidance is a vital service which cannot be neglected if schools are to function effectively, said Miss Ella Stephens Barrett, Acting State Supervisor of Occupational Information and Guidance of the State Department of Public Instruction, in a recent statement setting forth the objectives of a program of guidance in the schools.

Using the motto—the right child in the right place—as a goal toward which to work, Miss Barrett points out that guidance during wartime, when values are rapidly changing and problems multiplying, is much more difficult. "Schools, in war," she states, "although more keenly aware of their obligations to youth, are faced with many problems in their efforts to provide children with the opportunities to discover and develop their abilities so that they may make satisfactory adjustment to school, or employment, or to the national services now and in the future."

"So while guidance, in peacetime, has been recognized as a necessary phase of the educational program, war has given impetus to the guidance movement by increasing and magnifying the problems of youth.

"Thus, by 'spotlighting' youth's needs, war has focused attention upon these needs. As a result, more and more school administrators are realizing that needs of youth can be adequately met only through effective guidance and are instituting guidance programs in their schools."

The following have been set up as the objectives of the State Department's Occupational Information and Guidance Service:

1. To help promote an interest in guidance to the extent that more and more school people and community leaders and agencies will seek a better understanding of the functions and problems of guidance and appreciate its values.
2. To assist local schools and school systems in developing guidance programs suited to the needs of the individual communities.
3. To make available to schools materials—such as special bulletins, pamphlets, books, etc.—dealing with up-to-date information about the Armed Forces, training opportunities, and other information in the field of Occupational Information and Guidance.
4. To cooperate with other agencies interested in youth's problems—such as State and National Vocational Guidance Associations, Civic Clubs, employer and labor groups, military services, and the Occupational Information and Guidance

Service in the U. S. Office of Education.

5. To encourage and promote the in-service training of teacher-counselors.
6. To stress guidance as an important aspect of teacher training.

## Distributive Education Provided in 13 City Units

Distributive education classes were provided in 13 city administrative units during the year 1942-43, it is ascertained from the report of that work recently made to the Washington Office of Education. Sixteen classes in various phases of retailing with 400 students, 183 boys and 217 girls, were in operation.

Distributive education is a phase of the vocational education program begun in 1937 with part-time and evening classes. The first regular school class was started in 1939 with an enrollment of 26 students. The student goes to school a part of the working time and works in a mercantile establishment the other part. In other words, training is given both on the job and during the school hours. The 400 students taking this training in 1942-43 worked 296,784 hours for which they received a total of \$79,300.35, an average of 26.7 cents per hour.

The thirteen city units providing this sort of training during 1942-43 were as follows: Burlington, Asheville, Hickory, Shelby, Fayetteville, Rocky Mount, Winston-Salem, Gastonia, Greensboro, Charlotte, Salisbury, Raleigh and Goldsboro.

## High School Students May Get Draft Deferment

Under certain conditions high school students ordered to report for induction under the Selective Service Act may get deferment until the end of the school year. In order to clarify the understanding as to the draft status of students attending high schools or similar institutions of learning, the Selective Training and Service Act of 1940, Section 5 (f) as amended by Public Law 126 of the 78th Congress and approved on July 9, 1943, is quoted below:

"Section 5 (f) Any person eighteen or nineteen years of age who,

while pursuing a course of instruction at a high school or similar institution of learning, is ordered to report for induction under this Act during the last half on one of his academic years at such school or institution, shall, upon his request, have his induction under this Act postponed until the end of such academic year, without regard to the date during the calendar year on which such academic year ends, or until he ceases to pursue such course of instruction, whichever is the earlier. The induction of any such person shall not be postponed under this subsection beyond the date which would constitute the end of his academic year if he continued to pursue such course of instruction."

## Use of EES Card Explained in Bulletin

The value and use of the Educational Experience Summary Card, furnished for the first time last year by the U. S. Office of Education to cover the educational experience record of high school students, was explained in a recent bulletin prepared by Ella Stephens Barrett, Acting Supervisor of Occupational Information and Guidance, and enclosed in a letter to superintendents and principals signed jointly by T. E. Browne, Director Division of Vocational Education and J. Henry Highsmith, Director Division of Instructional Service, of the State Department of Public Instruction.

"Last year" the letter stated, "copies of an Educational Experience Summary Card and Manual were sent out by the U. S. Office of Education to all the high schools in North Carolina to be filled out for each graduate and drop-out, over 16 years of age, who, at the close of school, would enter the armed service or the labor market.

"Due to the fact that these cards came out near the close of school last spring, some schools did not receive them in time to use them. A few schools report that they never received the cards. For these, and perhaps other reasons, numbers of administrators and teachers in North Carolina are not familiar with the Educational Experience Summary Card and have been asking for information about it.

"In answer to these requests for information concerning the value and use of the card, the enclosed bulletin has been prepared."

The bulletin is divided into three parts, as follows: (1) What is the Educational Experience Summary Card?, (2) What is its Value and Use?, and (3) Suggestions to School Administrators and Teachers.

Copies of the bulletin or additional cards may be obtained upon request from the Occupational Information and Guidance Service, State Department of Public Instruction, Raleigh, N. C.



## April is Cancer Control Month

The month of April has been declared cancer control month by an act of Congress, it is announced by Mrs. George E. Marshall, State Commander of the North Carolina Division of the Women's Field Army, a department of the American Society for the Control of Cancer.

During this month the Woman's Field Army, Mrs. Marshall stated, will conduct an educational campaign to acquaint the public with the nature and courses of cancer and the fact that it can be cured if treated in time. During this month men and women will be asked to enlist in helping carry to everyone in the State the message that cancer can be cured if discovered in its early stages.

The schools are being asked to share in this educational campaign from the point of view that education is their function and that cancer control is decidedly a phase of health education. For literature on the subject, teachers are requested to contact their local unit of the Woman's Field Army, or the State headquarters in charge of Mrs. Marshall, Mount Airy, N. C.

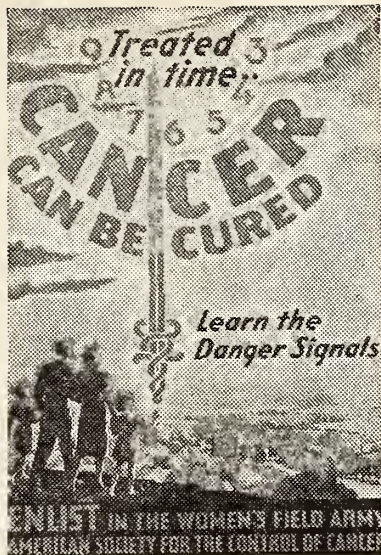
## Visual Units Released for Educational Purposes

Widespread aid to educational curricula in colleges and school is forecast as one of the objectives that will be attained through the new series of one hundred and fifty visual units which are being released by the U. S. Office of Education and distributed through Castle Films, Inc. These motion pictures and film strips are a continuation of a governmental program which was instituted before the attack on Pearl Harbor. It is estimated that more than 100,000,000 feet of these 16 mm. sound films will be in operation this year.

Outstanding among the uses of the sound films and slides in assisting the national war effort is their application to the industrial training in war plants. Millions of manpower days were saved through the reduction of the training period for novices. In all branches of the armed forces sound pictures were employed in teaching battle duties to service personnel.

"When the war is over the men of the armed forces who have had so much of their training through motion pictures will return to their communities and will take the use of films in education for granted," said Floyd E. Brooker, Director of the Division of Visual Aid, U. S. Office of Education. "Industrial plants which have learned by experience their effectiveness in training undoubtedly will continue in most instances to employ films in their instructive programs."

While the sound films are presented as an aid to oral and other



forms of instruction, it has been found that they hold the interest of worker-students to a degree that has exceeded expectations. Pedagogic history from the earliest days of unified teaching emphasizes that more than words are required to impress subject matter on designated intellects. This principle applies especially to intricate subjects where speed is vital in acquiring knowledge. Enlarging on such principle the sound motion picture offers phonetic impression of phrases with the appeal to visual training.

## Postwar Planning is Subject of Publication

The subject of a recent issue of Building America is Planning for the Postwar World. The most important plans so far suggested for postwar living are summarized; conflicting points of view on the leading issues are briefly but fairly reviewed; difficult and often complex questions that must be solved, such as those dealing with colonies, trade, taxes, boundaries, and the like, are clearly stated. The Atlantic Charter, the United Nations Declaration, Lend-Lease, and their relation to global peace as well as to global war are discussed. This material provides the needed background for an intelligent understanding of what postwar planning really involves. It does not attempt to blueprint the future, but it does give the reader essential information upon which to base his own thinking about it.

The editors have assembled pictures, maps, charts and cartoons that lend graphic interest to the text and make it easy to visualize and remember important points. For the general reader, or for use in high school and college classrooms this 32-page study should prove a most valuable guide. Individual copies may be obtained at 30 cents each from 2 West Forty-fifth Street, New York.

## Special College Entrance Examination Given High School Seniors

A special examination for entrance to college was given on January 18, 1944, under the sponsorship of the Division of Instructional Service and the North Carolina College Conference, to 126 high school seniors. The examination consisted of two parts: (1) A psychological examination and (2) an achievement test.

Of the 126 students who took the examination, 79 made the passing score set by the North Carolina College Conference. The following 24 schools had one or more students who passed the examination: Buie's Creek, Chapel Hill, Charlotte Central, Clayton, Clearmont (Burnsville), Deep River, Durham, E. M. Holt (Burlington, R. 1), Greenville, Hickory, High Point, Hoke County High (Raeford), Kannapolis, Morganton, Nathan's Creek, Needham Broughton (Raleigh), Rutherfordton Central, St. Genevieve of the Pines, Stokes, Valdese, Washington, Waynesville, New Hanover (Wilmington) and Virginia Episcopal School at Lynchburg, Virginia.

## Educational Benefits Available to Children of World War Veterans

Principals of high schools are requested by Supt. Clyde A. Erwin to inform high school seniors of the educational benefits provided by law for children of certain World War Veterans, including children of Veterans of World War II.

Under the authority of one amendment to this law Superintendent Erwin will name in July five children of veterans for educational benefits at State educational institutions for the session 1944-45. To be eligible each applicant must show that his father suffered *service-connected* disability to the extent of 30% or more.

For further information concerning these benefits applicants should communicate with Superintendent Erwin.

## Vocational Material Listed and Evaluated by Committee

"Inexpensive Vocational Materials" is the title of a special critical report of a committee of six school librarians that appears as the January 1944 number of the *Subscription Books Bulletin*, published quarterly by the American Library Association.

Both war-time occupational emphases and the promise of post-war vocational opportunities have created tremendous needs for good vocational information to form the basis for guidance services. Schools and libraries, in an increasing number, are being compelled to collect more and better information about jobs in order to satisfy the greatly accelerated interest among both



boys and girls as well as men and women.

To what extent have the vocational organizations and the publishers met this need, and of what quality are their pamphlets, periodicals, paperbound sets, and printed services? These are the questions which the Special Evaluating Committee has attempted to answer in "Inexpensive Vocational Materials," which is available at 50c per copy from the ALA.

School people and librarians are perfectly aware of the extent to which both the quality and the comprehensiveness of vocational publications vary. But it is not often possible for a teacher to make a critical and comparative evaluation of a great number of pamphlet sets, services, etc. The Special Committee did just that. They weighed the relative merits of more than 20 pamphlet sets, services, periodicals that attempt to give occupation information. Of these only seven are given an unqualified recommendation. Some are recommended for certain purposes and under special conditions. Others are definitely not recommended.

Each publication or service is described in a separate review. Each review is a detailed evaluation. With the report, the librarian, the teacher, or the administrator can decide exactly what vocational services are suited to his local needs and his budget.

## Distributive Education Includes Large Variety of Subjects

The distributive education program for persons engaged in the distributive occupations during 1942-43 included a large variety of subjects. According to the report for that year the 95 evening classes that were conducted included 38 different subjects, whereas the 161 part-time classes covered 25 separate subjects. O.P.A. clinics and classes in personality development were most popular among evening class students, whereas wartime selling was far in advance as the most popular subject for persons enrolled in part-time classes.

The complete list of subjects and the number of classes of each follows:

### 1. Evening Classes

1. Public Speaking	5
2. Nutrition	1
3. Selling in Wartime	3
4. How to Teach an Employee	2
5. O.P.A. Clinic	11
6. Life Insurance	2
7. Window Display	4
8. Personality Development	11
9. Selling During Wartime	1
10. Physical Fitness	1
11. Jr. Executive Training	1
12. Speech & Voice	1
13. Waitress Training	4
14. Selling	1
15. Current Events in Retailing	1
16. Employees Meetings	1
17. Marketing	2
18. Stockholders Meeting	4
19. Wartime Selling	7
20. Food Rationing	2
21. Furniture Clinic	1
22. Fashion Selling	1

23. Fundamentals of Selling	3
24. Groceries	2
25. Personalized Charm	1
26. Display	1
27. Preemployment—High School	1
28. Stockholders—Buying & Marketing	1
29. Effective Speech	3
30. Meat Cutting	1
31. Program D	5
32. Preemployment	4
33. Credits & Collections	1
34. Selling Meat	1
35. Executive Training	1
36. Traffic Management	1
37. Trusts & Taxation	1
38. Business Law	1

Total.....95

### II. Part-time Classes

1. Wartime Selling	53
2. Retail Selling	5
3. Advance Selling	1
4. Selling Fashions	1
5. Showcard Writing	3
6. Jr. Executive Training	1
7. Stockholders Meeting	2
8. Clinic	12
9. How to Teach an Employee	1
10. Clinic for Coal Dealers	1
11. Fundamentals of Selling	3
12. Restaurant	2
13. Selling Gloves	1
14. Preemployment Salesmanship	1
15. Waitress Training	21
16. Preemployment	24
17. Life Insurance	1
18. Infants Wear	1
19. Clinic—Wartime Selling	1
20. Program D	6
21. Wills, Trusts & Estates	1
22. Clinic—Buying & Marketing	1
23. Buying & Marketing	11
24. Marketing	5
25. Telephone Selling	2

Total.....161

## NCEA Meeting Scheduled for March 22-24 in Raleigh

The annual meeting of the North Carolina Education Association will take place on March 22-24 in Raleigh, it was recently announced by the Secretary, Fred W. Greene.

The first general session will begin Wednesday evening, Mr. Greene said.

The theme of this year's convention, according to Supt. Horace Sisk of Fayetteville, President, is built around educational problems of the South. The meeting this year was set by the directors to occur during the middle of the week in order to cooperate with the Office of Defense Transportation in its efforts to channel such meetings to the least crowded period of the week in so far as transportation is concerned, Supt. Sisk stated.

## National Negro Health Week and Poster Contest

April 2-9 has been selected as National Negro Health Week by the National Negro Health Week Committee, U. S. Public Health Service, which is sponsoring its observance. The special objectives for stress during the observance is: The Health of Our Children in the Home, School, and Community. A "What-to-do-each-day" program follows:

Sunday—Mobilization Day—Sermons, lectures, program impetus.

Monday—Home Health Day—Personal, Home and Social Hygiene.

Tuesday—Community Sanitation Day—Neighborhood and Health Department.

Wednesday — Special Campaign Day—Immediate Community Health Problems.

Thursday—Adults' Health Day—Information, Physical Examination.

Friday—School Health and Safety Day—Pageants, School and Child Welfare.

Saturday—General Clean-up Day—Completing Community Clean-up Plan.

Sunday — Report and Follow-up Day—Report of Results, Year-round Plan.

In connection with this observance, the Committee is conducting a Health Week Poster Contest among the schools. Formal application by schools for entrance into this contest must be made not later than April 2, 1944.

For further information, write the National Negro Health Week Committee, U. S. Public Health Service, Washington 14, D. C.

## Distributive Education Relates Directly to Business

The evening and part-time classes in distributive education have a direct relation to many distributive businesses, it is learned from the 1942-43 report of that work recently made to the U. S. Office of Education. The businesses to which these courses were related are as follows: Grocery, Preemployment—General Selling, Retail Executives, Variety Store Selling, General Selling, Insurance, Department and Variety Store, Preemployment—Variety & Department Store, Clothing, Department Store, Restaurant, Farmers Federation Members, Wartime Selling, Farmers, Education Meeting for Farmers, Buying and Selling, Executives, Variety Store, Furniture Dealers, Coal Dealers, Meat Dealers, Insurance Underwriters, Store Executives, Life Insurance, Credit Managers, Specialty Shop, and Miscellaneous.

## Davie County Organizes for Guidance

A County-wide guidance program for Davie County Schools was launched, officially, at a meeting of the principals and teachers in the Mocksville High School on January 21st.

At this meeting Dr. B. G. Childs, Professor of Education, at Duke University, presented the underlying principles of guidance; and Miss Ella Stephens Barrett, Acting State Supervisor of Occupational Information and Guidance of the State Department of Public Instruction, spoke on the importance of an organized program of guidance. Plans for organization in the county were presented by Superintendent R. S. Proctor.

Following this general meeting, the high school and elementary groups met separately to consider the objectives and plans for each group.



# Retirement System Has Become a \$10,000,000 Concern

Within the short period of two and a half years the Teachers' and State Employees' Retirement System of the State has become a \$10,000,000 concern, it is learned from a statement recently prepared by Baxter Durham, Executive Secretary of the Retirement System.

This statement shows that there was a total of \$10,008,467.66 in cash and investments at book value on December 31, 1943.

The system became effective in July, 1941 under an Act of the General Assembly of that year. During this period, Mr. Durham's statement shows, a total of \$10,560,701.67 including interest has been paid into the System and \$552,234.01 disbursed. The receipts came from the following sources: members of the system \$4,121,078.10, State contribution \$6,186,200.59, and interest, income and profits on investments \$253,323.98. Of this latter amount \$61,423.52 have been credited to members' account thus making the total contributions including interest credited to members' accounts equal to \$4,182,501.62.

Disbursements have been as follows: Retirement benefits paid \$194,085.62; lump sum payments under optional modifications \$57.13; contributions refunded to members \$358,091.26.

Since the administration of the Retirement System is financed by an appropriation by the General Assembly, the statement prepared by Mr. Durham does not include administration costs. Mr. Durham stated, however, that the cost of operation last year was \$30,216 or a little less than 57½ cents per member. This cost is much lower than either New Jersey with a per capita operating cost of \$1.87 or Pennsylvania which had a per member cost operation of 91 cents.

The North Carolina system now has 52,559 active members comprising school teachers, State departmental employees and employees of the State's various institutions. Pennsylvania, on the other hand, has a membership of 78,000, and New Jersey 29,000. Other large State retirement systems include Texas with 45,000, Ohio with 44,000 and New York with 48,000 members.

## University Teacher Training Program Announced

The teacher training program of the Greater University was announced in a recent bulletin by Guy B. Phillips, Director of Admission of the Chapel Hill unit.

"In the agreement setting up the Greater University of North Carolina (The University at Chapel Hill, The Woman's College of The University, Greensboro, and the N. C. State College of Agriculture and Engineering, State College Station, Raleigh," Mr. Phillips stated, "provision was made whereby the training of teachers in the primary and

elementary fields would be done at The Woman's College in Greensboro. The training of teachers for work in the secondary fields may be done in each of the three institutions according to local facilities. This means that the preparation of primary and elementary teachers is not attempted here at Chapel Hill. Some work of this nature is offered during our summer session but a candidate for a primary or an elementary certificate could not secure the necessary requirements here. It is suggested that those interested in these phases of public school work communicate with Miss Mildred Newton, Secretary of Admission at Woman's College.

"Young women who wish to prepare themselves as secondary teachers can secure the necessary requirements at Chapel Hill during their junior and senior years. They must complete the equivalent of two full years of regular academic work in some other recognized college or university in order to meet the admission requirements for women here. (This regulation applies to all young women except those who wish to enter the school of Pharmacy and those who reside in the township of Chapel Hill).

"The requirements for a certificate in a secondary field include a major field in which a minimum of six quarter courses (30 quarter hours) are to be completed, and six quarter courses in professional work (Education). A minor program of at least four quarter courses on the junior-senior level is recommended. An additional number of courses in allied and non-divisional fields to meet the total number of hours for graduation must be completed."

## Textbook Division Provides H. S. Library Books Valued at \$50,129.44

During the school year 1942-43, the Division of Textbooks of the State Board of Education shipped library books for high school use valued at \$50,129.44, it is stated by E. N. Peeler, Director. Shipments during the current year, Mr. Peeler stated, will probably be considerably heavier as more units become self-supporting under the plan of renting basal high school textbooks.

Under this plan the various units that adopt the State plan charge a rental fee of \$2.40 per student for the basal books furnished by the Division of Textbooks. When the total amount remitted for the use

of these books exceeds their cost, then the unit becomes "self-supporting" and may use the excess credit balance not including certain small amounts for insurance and clerical services for the purchase of library books.

According to Mr. Peeler 109 of the 141 units now using the State plan are on a "self-supporting" basis, and therefore are eligible to purchase library books.

## Available Guidance Materials

1. *From the Office of the State Supervisor of Occupational Information and Guidance:*

Bulletin No. 6—A check List of Suggested Guidance Objectives for Secondary Schools.

Bulletin No. 7—Guidance Check List for Classroom Teachers.

Bulletin No. 12—Sources of Free and Inexpensive Guidance Materials—revised.

Bulletin No. 13—List of General References—revised.

Bulletin No. 17—Guidance Practices in North Carolina 1942-43. Implications of a follow-up Study of School-leavers (A reprint from Occupations Magazine relative to the Mecklenburg County-Follow-up Study.)

Bulletin VG72—Training Teachers and Counselors for Service in the Guidance Program.

\*Bulletin VG296—Wartime Guidance Program.

\*Wartime Guidance Bibliography.

2. *From other sources:*

*Guidance Problems in Wartime*—Warren Layton and Marguerite Zapoleon, Education and National Defense Series Bulletin No. 18, Washington, D. C., Superintendent of Documents, U. S. Government Printing Office, 20¢.

\**Wartime Occupations*—Selected References on Military Service and Occupations Related to the War Effort, Washington, D. C., Federal Security Agency, U. S. Office of Education. Free.

\**Wartime Employment of Boys and Girls under 18*. Children's Bureau, U. S. Department of Labor, 1943, Washington, D. C. 5¢.

\**Getting Ready for Induction*, National Association of Secondary school Principals, 1201 16th St. N.W., Washington, D. C. 1-10 copies 10¢ each.

*Information Concerning the Army Nurse Corps*—Washington, D. C. War Dept. Free.

*Army Air Forces Chart*—Washington, D. C., U. S. Office of Education. Free.

*Letters to Boys about to enter Military Services*, Education for Victory—U. S. Office of Education, Washington, D. C., October 15, November 1, 15, December 1, 15.

*Your Career as a U. S. Marine*, With Charts with Grades of Non-Commissioned Officers. Ma-  
(Continued on page 10)



# STATE SCHOOL FACTS

# Distributive Education and Occupational Information & Guidance Service

## DISTRIBUTIVE EDUCATION

*Distributive education* is a phase of the State's vocational education program. Its purposes are twofold: (1) To prepare students in high school for distributive occupations (the cooperative part-time program); and (2) To train persons employed in distributing agencies, largely mercantile establishments, to the end that they may become more proficient on the job. The final result, of course, will be a more efficient system of distributing merchandise to the public.

The distributive occupations are defined under the Act making provision for this training as those occupations: entailing merchandising or selling activities, the distribution of goods or services either on a retail or wholesale basis. In other words, this training field concerns all the major occupational groups in the economic cycle from production, through distribution, to consumption.

# The School Program

Under this phase of distributive education specific vocational training is given in the senior year to students who plan to secure employment in the retail merchandis-

other half of the school day, and often Saturdays and holidays, he is on the job in a regular local retail

Table I shows the size of the school program from the beginning of that program in 1939-40 to 1942-43.

Table II gives figures pertaining to the adult program, including both evening and part-time. The tremendous increase in persons taking this training in 1942-43 was due largely to the wartime training classes including conferences and clinics which were provided and which were attended by large numbers of people.

Table III shows the expenditures for distributive education from State, local and Federal sources for each of the years during which the program has operated.

Table IV gives the number of teachers and enrollment in the various counties in which programs were operated during 1942-43.

## OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE

Guidance Service was inaugurated July 1, 1939 as a definite part of the work of the State Department of Public Instruction. The promotion and supervision of this service is supported as a phase of the vocational program. No remuneration is made to the local units, however,

This service is intended to apply to the whole school system, but in the development of guidance to a particular or special group of students.

evident during this period of world conflict. The service of a wise counselor to help guide youth in their present and future ways of living is *the* essential responsibility of the school.

A functional guidance program includes certain definite services which should be available for each pupil in all schools regardless of size. The important areas of a guidance program are: (1) an individual inventory, (2) a study of local regional and national occupational information, (3) an exploration of additional and further training opportunities, (4) counseling, (5) placement, and (6) follow-up of all school-leavers. A guidance program should also reveal facts which point to needed changes in the curriculum.

## What Has Been Done

North Carolina has made a beginning in providing guidance services.

The first two years of the program as inaugurated under State

I. Cooperative Part-time Training			(Students)
Year	No. Classes	No. Students	Earnings
1939-40	1	26	\$ .....
1940-41	7	182	.....
1941-42	15	318	56,108.93
1942-43	16	400	79,300.35

II. In-Service Training for Adults		
Year	No. Classes	No Persons
1937-38	27	751
1938-39	36	1,299
1939-40	116	2,327

III. EXPENDITURE FOR DISBURSEMENTS		1938-39	1939-40
1			

supervision was largely concerned with promotional activities.

A State cumulative record form was developed and installed in a number of schools.

A survey of guidance practices then existing in high schools was made.

Bulletins and guidance material were distributed.

Experimental guidance programs were conducted, and numerous educational meetings and conferences were held. County-wide conferences on guidance have been held in 84 counties and some services have been extended to most of the city units.

During the second two years of the program, 1941-42 and 1942-43, promotional activities have been continued, and in addition an attempt was made to measure the extent to which the program has been inaugurated locally. The annual reports of high school principals indicate that progress has been made in this aspect of public education.

Table V, which is based upon these reports, gives a comparison of the provision of guidance services in the high schools in 1941-42 and 1942-43.

As the table shows, there has been an increase in each of these services except the last. These figures represent simply a quantitative achievement; no attempt was made to measure the quality of these services. It may be said, therefore, on the basis of these returns that

TRIBUTIVE OCCUPATIONS			
	1940-41	1941-42	1942-43
39-40			
41-42	4,584.50	4,111.84	4,124.37
43-44			
45-46			
47-48			
49-50			
51-52			
53-54			
55-56			
57-58			
59-60			
61-62			
63-64			
65-66			
67-68			
69-70			
71-72			
73-74			
75-76			
77-78			
79-80			
81-82			
83-84			
85-86			
87-88			
89-90			
91-92			
93-94			
95-96			
97-98			
99-00			



other half of the school day, and often Saturdays and holidays, he is on the job in a regular local retail establishment, for which time he receives pay at the regular wage scale.

### The Adult Program

In-service training is provided for regularly employed workers. This training is divided into two parts, evening and part-time. Evening classes are provided for persons during their nonworking hours; whereas part-time classes are established where workers can leave their daily employment for a few hours each week, or where a short intensive course for a limited period may be more advantageous.

Courses usually extend over a period of several weeks, meeting for one or two hours at the time. Part-time classes are sometimes held during the lunch period, or during the regular work day.

### Teachers

The teacher in charge of the distributive education program is called the D-E coordinator. That person not only teaches the D-E students; she visits and helps supervise them on the job. In this latter work, however, she is assisted by someone in the cooperating organization.

Adult classes are taught by specialists in particular phases of merchandising—sometimes by the local merchant and sometimes by an itinerant instructor employed by the State. In most instances these classes are under the general supervision of the local D-E coordinator.

### The State Program

The various tables printed give the picture of the program as it pertains to North Carolina.

to a particular or special group of students.

This service is intended to apply to the whole school system, but more particularly to high school students. In its broad sense, teaching is a process of guidance. According to the definition of the U. S. Office of Education, "Guidance is a process of acquainting the individual with various ways in which he may discover, and use, his natural endowment, in addition to special training available from any source, so that he may *live, and make a living*, to the best advantage to himself and to society."

In the elementary school, guidance is and for a long time will be the duty of the regular teacher. While many individual teachers have related their day-by-day work to a program which reaches all their pupils, many others have done almost nothing in this field. There is a definite place for guidance by the teacher in these early years of the pupils' lives. Here the child should get the basic facts in a program which enables him to progress at his maximum capacity rate and to preserve whatever desirable characteristics that are peculiar to him. Though all children may be working toward a common goal, the individual child must be understood as an individual and encouraged to become a self-directing citizen. The elementary school should, therefore, through guidance help the child realize these results.

In the high school, on the other hand, where courses are selective and during which time the student faces opportunities for employment both before and after completion of high school, there is a definite need for guidance other than the regular teacher. This need is especially

### III. EXPENDITURE FOR DISTRIBUTIVE OCCUPATIONS

	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43
State funds.....	\$ 471.68	\$ 883.58	\$ 2,730.38	\$ 5,881.50	\$11,134.84	\$13,371.97
Local funds.....	37.50	37.50	1,686.67	4,095.51	5,890.32	6,951.08
Total.....	\$ 471.68	\$ 921.08	\$ 4,417.05	\$ 9,977.01	\$17,025.16	\$20,323.05
Federal funds.....	941.32	1,797.14	6,412.45	17,424.08	30,562.86	29,165.47
Total.....	\$ 1,413.00	\$ 2,718.22	\$10,829.50	\$27,401.09	\$47,588.02	\$49,488.52

### IV. DISTRIBUTIVE EDUCATION, 1942-43 (Counties not listed do not have programs.)

County	No. Teachers	Enrollment		
		Evening Classes	Part-Time Classes	Total
Alamance.....	4	156	55	211
Anson.....	1	100	.....	100
Beaufort.....	1	.....	53	53
Buncombe.....	16	514	1,664	2,178
Burke.....	4	71	400	471
Cabarrus.....	4	620	72	692
Caldwell.....	1	99	372	471
Catawba.....	7	276	23	299
Cherokee.....	37	37	403	440
Chowan.....	.....	.....	27	27
Cleveland.....	4	300	.....	300
Cumberland.....	4	56	210	266
Durham.....	2	50	76	126
Edgecombe.....	7	107	131	238
Forsyth.....	4	118	465	583
Gaston.....	3	368	334	702
Guilford.....	6	39	387	426
Halifax.....	.....	.....	72	72
Haywood.....	.....	.....	1,307	1,307
Henderson.....	.....	.....	366	366
Iredell.....	.....	20	.....	20
Jackson.....	.....	.....	1,580	1,580
Lee.....	2	100	.....	100
Lenoir.....	1	43	12	55
Macon.....	.....	.....	998	998
Madison.....	.....	.....	18	18
McDowell.....	.....	200	773	973
Mecklenburg.....	5	737	728	1,465
New Hanover.....	2	56	.....	56
Pitt.....	.....	78	.....	78
Polk.....	.....	.....	57	135
Rowan.....	.....	.....	101	101
Rutherford.....	5	76	114	190
Sampson.....	1	.....	557	557
Swain.....	.....	200	.....	200
Transylvania.....	.....	.....	434	434
Union.....	.....	65	570	635
Wake.....	4	157	139	296
Wayne.....	.....	60	21	81
Wilson.....	.....	109	.....	109
Yancey.....	.....	4,863	1,911	6,774
Total.....	80	9,675	14,430	24,105

\*Teachers counted in other units.

### V. PERCENTAGE OF HIGH SCHOOLS INDICATING PROVISIONS FOR OCCUPATIONAL AND INFORMATIONAL GUIDANCE SERVICES

	1941-42	1942-43
1. Individual cumulative record folder.....	58.8	63.6
2. Standard achievement tests at regular intervals.....	27.8	30.7
3. File for occupational information.....	38.4	46.8
4. File on further training activities.....	25.4	31.0
5. Regular course in occupations.....	15.3	18.7
6. Individual counseling about educational and vocational plans.....	55.3	62.3
7. Assistance in placing all pupils in next steps.....	43.5	49.4
8. Follow-up of all graduates and drop-outs.....	38.4	36.0



### Available Guidance Materials

(Continued from page 7)

rine Recruiting Stations, 1941. Free.

\**Our Armed Forces*—(A source Book on the Army and Navy for High-School Students) Infantry Journal, 1115 17th St., N.W., Washington, D. C. 35¢ (25¢ in quantities of four or more).

*Military Service*, W. J. Greenleaf and F. R. Zeran, U. S. Office of Education, Vocational Division, Washington, D. C. Bulletin No. 221, 10¢.

*Aviation Training*, U. S. Government Printing Office, Washington, D. C. Free.

*Opportunities in the United States Merchant Marines*, U. S. Office of Education, Washington, D. C.

\**How to Serve Your Country in the Waves or Spars*, Office of Naval Officer Procurement Navy Department, Washington, D. C., 1943. Free.

*Army Institute Catalog*, Army Institute, Madison, Wisconsin.

*The Way to a Civil Service Job*, Information for High-school students for Civilian War Services.

*Opportunities for Chemists in Civilian War Service*—(May be obtained free of charge from the U. S. Civil Service Commission, Washington, D. C.)

*Introduction to the Army*, (Materials relative to the Navy will also be included.) This deals with suggestions for pre-induction informational meetings and is obtainable from the U. S. Office of Civilian Defense, Dupont Circle Apartments, Washington 25, D. C.

*The Seabees*, (A new illustrated pamphlet, about 80 pages.) Write Lt. Franklin Fielding for copies.

*United States Marine Corps*—Women's Reserve — illustrated booklet.

\*Most desirable for current needs.

### South Carolina Follows Example Set By This State

South Carolina is following in the footsteps of her neighbor to the north in a number of educational matters, a recent edition of the *South Carolina Teacher* indicates. The February number of that periodical states that a \$10 a month pay raise for 1944-45 was adopted by the Senate, that a House Committee has voted to sponsor the SCEA Retirement Bill, and that the State Board of Education had adopted a formal resolution directing the State Department of Education to put into effect a twelve-year school program. This latter action followed the adoption by the General Assembly on the preceding day of a concurrent resolution endorsing the twelfth grade.

According to E. R. Crow, High School Supervisor of that State, "the

adoption of the twelve-grade program is a significant forward step in education in South Carolina."

All of these improvements in the South Carolina schools were recommended by Governor Olin D. Johnson in his annual message to the 1944 Legislature. The Governor also recommended increased appropriations to the institutions of higher learning of that state.

### \$50,000 Expended for Distributive Education

The distributive education program conducted in this State under the supervision of the State Department of Public Instruction, Division of Vocational Education, cost \$49,488.52, it is disclosed by the 1942-43 report on Vocational education recently made to the Office of Education, Washington.

Of this amount, the report shows, \$29,165.47 were federal funds and \$20,323.05 were State and local funds. The cost of the 1942-43 program of distributive education was approximately \$2,000 greater than that of 1941-42.

Distributive education is the term applied to training in the merchandizing field. It pertains in the main to retailing businesses. There is both a school and an adult program. Last year the schools enrolled 400 students in this type of vocational training, whereas 24,105 adults received instruction in evening and part-time classes.

This type of training began in 1937-38 with an expenditure of only \$1,413.00 and the provision of 27 adult classes with 751 persons enrolled. The State's part of the program cost only \$471.68 that year; last year, the State put \$13,371.97 into training of this kind.

### Increase in Teachers of Bible Shown

There are now nearly 100 teachers in more than 80 schools teaching Bible, it learned from the *Church Council Bulletin*, official publication of the North Carolina Council of Churches. That publication also states that more than 20,000 pupils are given daily or weekly instruction in Bible in the State.

The schools furnishing this type of instruction are about equally divided between county and city units. The names of the schools follow: *In county units* — Advance, Ansonville, Banner Elk, Barium Springs, Belmont, Black Mountain, Candor, Caroleen, Chadbourne, Clyde, Crossnore, Drexel, Dunn, Emma, Elkin, Graham, Laurel Hill, Linden, Louisburg, Marshville, Matthews, Maxton, Mocksville, Mount Ulla, Newland, Pinetops, Plymouth, Raeford, Ramseur, Roxboro, Spindale, Staley, Swannanoa, Troutman, Waynesville, Weaverville, Whiteville, Wilmington. *In city units* — Albemarle, Asheboro, Asheville, Burlington, Canton, Charlotte, Clinton, Concord, Durham, Fayetteville,

Gastonia, Glen Alpine, Greensboro, Greenville, Henderson, Hendersonville, Hickory, High Point, Kings Mountain, Kingston, Laurinburg, Lenoir, Leaksville-Spray, Lexington, Lincolnton, Monroe, Morganton, Morven, Mount Airy, North Wilkesboro, Red Springs, Reidsville, Rocky Mount, Salisbury, Sanford, Shelby, Statesville, Tarboro, Thomasville, Wadesboro, and Winston-Salem.

### Easter Seal Sale Set for March 9 - April 9

This year the Easter seal sale, which is a method of raising funds for the physically handicapped, has been set for the month between March 9 and April 9, it is announced by the National Society for Crippled Children, the organization which sponsors this annual sale.

The schools have been requested to take an active part in this campaign. The last two or three days before the school closes before Easter have been suggested as preferable dates for the school sale. Committees should be appointed and other arrangements made prior to the regular sale dates. Letters of appeal may be written as a part of regular classroom work. Also posters, cut-outs and other display work may be prepared.

There will be a local chairman in each county, whose duties will be to see that the town chairman and other committees are appointed and to look after the seal sale in every respect including reporting to the State headquarters at the close of the campaign.

Further information concerning this campaign may be secured from Miss Ethel Honeycutt, Chapel Hill, Executive Secretary, N. C. League for Crippled Children.

### Distributive Education Promotes Wartime Program

To meet problems arising from the changes in merchandizing practices to meet wartime conditions, the program of distributive education, a part of the State Department of Public Instruction's program of vocational education, was modified at the very outset of the war by the development of types of wartime classes.

Under this wartime program four types of programs as follows were developed:

*Program A.* Wartime Emergency Training for New Store Workers.

*Program B.* Special Wartime Training for Experienced Salespersons.

*Program C.* Wartime Training Program for Owners and Managers of Distributive Businesses.

*Program D.* A Training Program for Store Supervisors and Department Heads.

The report for 1942-43 shows that a total of 114 classes of these kinds were operated with a total enrollment of 7,249 adults. The division by programs follows:



Program	Classes	Enrollment
A	38	1,602
B	45	1,055
C	19	4,482
D	12	110
—	—	—
Total	114	7,249

In the absence of T. Carl Brown, who is now in the armed services, A. S. Proctor is Acting Supervisor of Distributive Education.

## Idea Suggested for English Teachers

The suggestion that English teachers or other appropriate persons might sponsor the writing of biographies of school alumni, who are in the armed services, by high school students was made in a recent edition of *Editor and Publisher*. A project of this kind could well be made a part of the classroom work, and such stories could be published in the local paper or in the school annual. Those alumni who have paid the supreme sacrifice should by all means be honored in this way, it was suggested.

## In-Service Teacher Training Program Promoted by School-Health Coordinating Service

An in-service teacher training program, promoted by the School-Health Coordinating Service, a division operated jointly by the State Department of Public Instruction and the State Board of Health, was started on February 28 in the last area, Pitt County, of a four-area program mapped out and started last fall in the Rocky Mount administrative unit. Programs were carried on in Nash County from October 25 to December 21, and in Edgecombe County from December 29 to February 25.

The programs promoted follow a pattern of two preliminary meetings with teachers and principals as well as county and city officials at which time the work is outlined. Following these meetings a series of group meetings is held to acquaint teachers with screening and defects, positive health teaching and physical education procedures. These meetings, in turn, are followed by classroom meetings and visits to each school.

Five subjects are considered as the core of the training:

1. Health Service
2. Health Instruction
3. Healthful School Living
4. Nutrition
5. Physical Education

The entire School-Health Coordinating Service staff participate in the program activities and both white and Negro schools are included in the programs developed.

## Essay Contest for Negro Schools Announced

The State Office of the North Carolina Tuberculosis Association announces this week that it is again sponsoring an Essay Contest in Negro high schools and Negro colleges on the prevention and control of tuberculosis. The contest is conducted by the National Tuberculosis Association and the State and local associations. Any bona fide student of any Negro high school or Negro college in North Carolina may participate.

In the high schools there are two groups of prizes offered because the contest is so planned that participation may be by individuals or by classes. The first prize in each group is a \$100.00 scholarship to the college chosen by the winner. Other prizes are explained in detail in the announcement sent from the State office directly to high school principals and college presidents.

Additional information may be secured by writing to Mrs. May C. Nichols, Box 468, Raleigh, N. C.

## Elementary Schools May Promote Guidance Activities

Although general practice would indicate that guidance is an accepted function of the secondary school only, the elementary school should become aware of the problems surrounding a guidance program and take definite steps to meet the needs for guidance by engaging in such activities as will assist in the development of the whole child. This is the gist of a statement taken from "A Basic Program of Guidance," Maryland School Bulletin, Vol. XXV.

That article also states that "Guidance in the elementary school should provide for each child facts basic to a program which enables the child to progress at his maximum capacity rate and to preserve whatever desirable characteristics are peculiar to him. The following activities are listed by the Maryland School Bulletin as being with the realm of possibility for any elementary school:

1. An adequate continuous cumulative record that follows the pupil through elementary school into high school.
2. A definite plan for securing systematically at stated intervals through each year the data for the card.
3. Assistance for teachers, through professional faculty meetings or prepared materials, in interpreting the pupil records and in understanding specific situations in which the data can be useful.
4. Identification of pupils who have unusual talents or very intense interests.
5. Identification of the pupils who have problems both within and without the school, such as specific weaknesses in fundamental processes or in physical health.

6. Establishment of a helpful relationship between the parents and the school, so that there will be mutual understanding of the home program and of the school program for the pupil.
7. Use of materials in the classroom to show not only how people live but how they make a living.
8. Use of the same materials to develop the concept that work which is socially useful is socially desirable.
9. Cooperation with the pupil's next school by furnishing it with pertinent information about the pupil and by enabling him to gather data about the school to which he expects to go.
10. Development and maintenance of good habits of study.
11. Use of achievement tests to identify pupils who are not making normal progress in the tools of learning, especially reading and arithmetic. When feasible, provide remedial instruction for individuals, or, in larger schools, establish remedial classes.
12. Referral of pupils, in complicated cases, to specialists, such as physicians, oculists, psychiatrists, social workers.

## Number of School Papers Fewer

There are fewer papers issued by the schools now than was the case in the past, it is indicated by the number being sent to the Department of Public Instruction this year. As has been the practice in other years some schools print a regular publication whereas others simply issue a mimeographed paper.

The following list, including both printed and mimeographed papers, gives the names of publications received this school year at the Department:

THE GLOBE GIRDLER, Fallston High School; THE BLUE AND GRAY, Statesville High School; HIDDENITE GEM, Hiddenite High School; BAILEY BUGLE, Bailey High School; THE FULL MOON, Albemarle High School; FACTS AND FUN, Thomasville High School; THE LION'S ROAR, North Wilkesboro High School; W. J. HIGH TIMES, West Jefferson High School; CREEK PEBBLES, Campbell College; MOUNTAIN ECHOES, St. John's High School; THE HUB, Altamahaw Ossipee School; THE KILOWATT, Hiwassee Dam School; THE SCOTCHMAN, Laurinburg High School; THE FRANKLIN REPORTER, Franklin County Training School; THE ORANGE ECHO, Orange County Training School; DILLARD HI NEWS, Dillard High School; LAUREL HILL NEWS, Laurel Hill Public School; THE HI-ROCKET, Durham High School; THE S. L. SHEEP, Elizabeth City; THE PLAINSMAN, White Plains, CO HO PA, Corinth Holder High School; KNO-WIT-AWL, Siler City High School; THE HAWKINS HERALD, Hawkins High School;



THE PHILADELPHIAN, Philadelphia High School; THE CLIFF DWELLER, Cliffside High School; THE VICTORY, Kingville High School; THE MOUNTAINEER, Kings Mountain High School; ART HIGHLIGHTS, Kannapolis High School; WILLISTON PRIMARY, Wilmington; HARRIS HIGHLIGHTS, Harris District Schools; THE LOG, Logan High School; THE ELLENBORO STUDENT, Ellenboro; THE TORCH, Caswell County Training School; THE A. C. T. S. JOURNAL, Wadesboro; SCHOOL SCOOPS, St. Pauls High School; BEULAH HIGHLIGHTS, Mount Airy; STEARNS HIGHLIGHTS, Columbus; NORTH COVE HILITE, North Cove; THE GERMANTON ECHO, Germanton High School; and TAR-HI TATTLER, Tarboro High School.

## Schools Provide Counseling Service

The results of a recent survey conducted by the Occupational Information and Guidance Service of the State Department of Public Instruction reveal that approximately 62% of the high schools of the State, having six teachers or more, have appointed either trained or untrained counselors.

This percentage is based on 138 replies to a questionnaire sent out to 391 high schools. 86 of the 138 schools replying have designated counselors who give on an average of three hours per week to individual counseling. Of this number 29 have had special training in guidance.

A recent report from Wartime counselors in the schools emphasizes the need for counseling, particularly for high school students. These counselors report that students have many problems with which they need help.

Typical questions being asked by these boys and girls are:

"Should I stay in school when I can make a lot of money on a defense job?"

"Why stay in school when I will have to go into service in a few months?"

"What branch of service shall I enter?"

"Should I plan to go to college at all?"

"What's the use of studying when I can't finish school anyway?"

"Why make any plans for the future?"

"Should I quit school because my parents need me on the farm?"

"What can I do now that will best fit me for the future?"

"Will there be a place for me in industry after the war?"

These and others are the problems with which youth must have the assistance of some qualified adult. An increasing number of schools are recognizing the need of trained counselors to whom boys and girls may go for guidance and are encouraging staff members to train for this type of service.

## Free Loan Packets from the United States Office of Education

A Catalog of Free Loan Packets has been prepared by the United States Office of Education. The list of materials contributed by school systems, Federal agencies, educational organizations, United States information offices, and publishers, are intended as aids to curriculum planning and group discussion. The loan period is 2 weeks and not more than two packets may be ordered at a time. Franked labels are furnished for the return without payment of postage of packages weighing four pounds or less. The list follows:

(Note: In the order number "E" refers to elementary level, "ES" to elementary-secondary, "S" to secondary, "H" to higher education, "A" to adult, and "G" to general material.)

I.	THE ROLE OF SCHOOLS IN WARTIME	
	Secondary Schools in Wartime (Revised December 1943)	I-S-I
II.	UNDERSTANDING AND PRACTICING DEMOCRACY	
	Democracy in Elementary Schools	II-E-1
	Democracy in Public Schools	II-ES-1
	Patriotic Materials	II-ES-2
	Democracy in Secondary Schools	II-S-1
	Adult Citizenship Education (New Voter Programs)	II-A-1
	Forums and Discussion Groups	II-A-2
III.	SCHOOL-COMMUNITY COOPERATION	
	Cooperating to Improve School and Community	III-E-1
	Teacher, School, and Community	III-ES-1
	Participation of Youth in Community Life	III-ES-2
	Programs of Community Cooperation	III-G-1
IV.	CONSERVATION OF THE NATION'S RESOURCES	
	Elementary Conservation Education	IV-E-1
	Soil Conservation	IV-ES-1
	Forest Conservation	IV-ES-2
	Conservation Programs	IV-G-1
	A Study in Conservation (Grades 1-6, Minneapolis)	No. 319
	How Man Satisfies His Needs for Food (Grades 1-8, California)	No. 320
	To Hold This Soil (U.S. Dept. of Agriculture)	No. 339
	Save the Soil to Feed America (Photographs, Tennessee)	No. 350
V.	HEALTH PROBLEMS AND PROGRAMS	
	The School's Contribution	V-ES-1A
	The School's Contribution	V-ES-1B
	The Problem	V-G-1
	Malaria	V-G-2
	Organization for Community Action	V-A-1
VI.	JAPANESE-AMERICAN RELOCATION	VI-C-1
VII.	GUIDANCE AND COUNSELING	
	Choosing a Career	VII-G-1
	Military Careers	VII-G-2
VIII.	LIBRARIES IN WARTIME	VIII-G-1
IX.	INTER-AMERICAN FRIENDSHIP AND UNDERSTANDING	
	Instructional Materials for Use in Developing Units of Study	IX-ES-1
	Instructional Materials for Use in Developing Units of Study	IX-ES-2
	Reading Materials for Classroom Use	IX-ES-3
	Reading Materials for Classroom Use	IX-ES-4
	The Study of Spanish: Beginning Classes	IX-G-1
	The Study of Spanish: Intermediate Classes	IX-G-2
	Plays, Pageants, and Programs	IX-G-3
	Music of the Other Americas	IX-G-4
	Art of the Other Americas	IX-G-5
	Art and Sculpture of the Western Hemisphere	IX-G-6
	The Development of Pan Americanism	IX-G-7
	The Americas and the War	IX-G-8
	Pan American Student Clubs	IX-G-9
	Current Problems	IX-H-1
	Current Problems	IX-H-2
X.	JUVENILE DELINQUENCY IN WARTIME	X-ES-1
XI.	NURSING AS A CAREER (Revised December 1943)	XI-G-1
XII.	NEGROES AND THE WAR EFFORT	XII-G-1
XIII.	INTERCULTURAL EDUCATION	XIII-G-1
	El Cerrito (Photographs, New Mexico)	No. 1308
XIV.	Withdrawn—No packet at the present time.	
XV.	CHILDREN IN WARTIME	
	Wartime Care of Children	XV-E-1A
	Wartime Care of Children	XV-E-1B
	Community Planning and the Extended School Program	XV-E-2
	Standards, Housing, Equipment, and Volunteers for Extended School Services	XV-E-3
XVI.	NUTRITION	
	Nutrition Education in the Schools	XVI-ES-1
	Better Nutrition, A National Goal	XVI-G-1
	Eat the Right Foods	XVI-G-2
	The School Lunch Program	XVI-G-3
XVII.	CONSUMERS IN WARTIME	
	Consumer Education in the Schools	XVII-ES-1



Consumers in a War Economy .....	XVII-G-1
Consumer Services of Government Agencies .....	XVII-G-2
The Consumer Goes to Market .....	XVII-G-3
Adult Consumer Education .....	XVII-A-1
<b>XVIII. VICTORY GARDENS</b>	
School Garden Programs .....	XVIII-ES-1
Victory Garden Campaign .....	XVIII-G-1
How to Grow and Preserve Home Garden Products .....	XVIII-G-2
<b>XIX. POST-WAR PLANNING (Social, Economic, Political)</b>	
Post-War Planning .....	XIX-G-1A
Post-War Planning .....	XIX-G-1B
<b>XX. AVIATION EDUCATION (Revised December 1943)</b>	XX-G-1
<b>XXI. THE FAR EAST</b>	
China: Units of Study, Pictures, and Songs .....	XXI-E-1
China: Units of Study and Supplementary Aids .....	XXI-JS-1
The Philippines .....	XXI-JSA-3
India .....	XXI-JSA-4
The Netherlands East Indies .....	XXI-JSA-5
Australia and New Zealand .....	XXI-JSA-6
The Far East: Teaching Aids .....	XXI-JSA-7
The Far East: Reading Materials .....	XXI-JSA-8
China: Reading and Study Materials .....	XXI-G-1
Japan .....	XXI-G-2
(JSA refers to junior and senior high school and adult levels)	
<b>XXII. CANADA</b>	
Teaching Materials .....	XXII-ES-1
Study Materials .....	XXII-G-1
<b>XXIII. THE UNITED NATIONS</b>	
Study Materials .....	XXIII-G-1
Plans and Programs .....	XXIII-A-1
<b>XXIV. GREAT BRITAIN</b>	
Social Services and Wartime Education .....	XXIV-G-1
Government, War Effort, Peace Aims .....	XXIV-G-2
<b>XXV. THE SOVIET UNION</b>	XXV-G-1
<b>XXVI. POLAND</b>	XXVI-G-1

## ARBOR DAY PROGRAM— State Forester Holmes Says Plant Trees

In response to a request for an article on Arbor Day, J. S. Holmes, State Forester, prepared the following statement:

"What is the lesson of Arbor Day for the people of North Carolina in this the third year of our war? Is it not the necessity of planning far in advance to meet critical situations such as the present? The trees that are now being cut for essential lumber, pulp, poles, crossties, etc., were only seedlings and saplings when World War I was being fought and we hoped that we would never again have to provide camps and transports for troops, packages for food and armaments, chemicals for explosives. We are still hoping with all our being that this is the last; but the only prudent thing is to prepare for demands whether for war or for peace needs which we know must come in the future. Therefore, let us not only plant trees on open land not needed for agriculture, but do everything to assist nature to re-establish the forest cover on our woodland, much of which has been cut over without thought of the future.

"By all means we should encourage the young people to plant: Plant a class tree on or near the school grounds where its growth can be watched and its need for water, food and mulch attended to; plant ornamental trees and shrubs to harmonize with the school buildings; plant a miniature forest on land adjacent to the school owned or controlled by the school author-

ities, where the elements of forest management can be learned through direct observation. And all planting might well be done as the central feature of a patriotic program which emphasizes the tree as representing devotion to the interest of our community and State just as the flag represents allegiance and duty to the Country."

## Peabody Will Give Two Summer Scholarships

Announcement is made by State Superintendent Clyde A. Erwin that two scholarships will be awarded by the George Peabody College for Teachers, Nashville, to North Carolina teachers who wish to attend the summer quarter at that institution. The scholarships are valued at \$50 each, if the person spends the entire summer at Peabody, or \$25 for one term. They apply on tuition only and not on fees.

Applicants should apply to Supt. Erwin, since under the rules of the institution the State Department of Public Instruction will award the scholarships. Only persons who are doing a superior piece of educational work will be considered.

## Robeson Indian Teachers Organize for Professional Study

The 133 Indian teachers of Robeson County recently organized for the purpose of holding regular professional meetings. Sanford Sampson, a teacher in the Pembroke High School, was elected president of the group. County Superintend-

## Child Labor Manifesto

The National Child Labor Committee (419 Fourth Avenue, New York City) has issued a "child labor manifesto" urging schools and civic groups to unite in protecting children from excessive war work and exploitation. The Committee urges groups to:

1. Establish local advisory councils on child labor;
2. Organize "stay-in-school" campaigns;
3. Initiate action to extend vocational counselling services in the schools;
4. Survey the work of school children are doing outside of school hours;
5. Develop cooperative programs of school and part-time supervised work.

ent C. L. Green and members of the faculty of the Pembroke State College for Indians are taking part in the programs of the various meetings. At the February meeting, which was at the Pembroke High School, Dr. H. A. Perry of the Division of Instructional Service, State Department of Public Instruction, spoke to the group on the topic, "Five Fundamental Factors in Improving Instruction."

## Future Farmers Produce More Food

For the current year, the 23,000 Future Farmers of America, who are students of Vocational Agriculture, have increased the scope of their supervised practice program 42% over that of last year. Following are some of the most important items included in this year's program: 1,806,712 broilers; 807,594 layers; 24,218 porkers; 12,286 dairy cows; 6,602 beef animals; 6,102 brood sows; 31,447 acres of soybeans; 18,106 acres of peanuts for oil; and 12,306 victory gardens.

These farm boys have not only increased the scope of their farming program; they are also using modern scientific methods for securing the maximum production of war foods from each acre of land or head of livestock.

In addition to their supervised practice work, most of these boys are helping with the total farming program on their respective home farms and in many instances are responsible for the complete management and operation of their home farms, working under the supervision of their teacher of Vocational Agriculture.

The main purpose of the F.F.A. is to develop aggressive rural leadership, strengthen the confidence of the F.F.A. boys in themselves and their work, develop character, foster patriotism, and train for useful citizenship.



### Inviting You

TO ATTEND: *REGIONAL CONFERENCE OF N.G.V.A.*

(Sponsored by N.C.G.V.A.)

CAROLINA HOTEL,

Raleigh, North Carolina

March 21st and 22nd.

HEAR: Implication for Guidance in the Postwar Planning.

PARTICIPANTS: Leaders in Industry, Armed Services, Churches, Civic Clubs, Community Services, Schools.

HIGHLIGHTERS: Governor J. Melville Broughton, Harry A. Jager and Superintendent Clyde A. Erwin.

### Beautification Project Completed at Star School

In cooperation with the local P.T.A. and the county board of education, it is learned that the faculty and students of the Star school in Montgomery County have recently completed an unusual beautification project. All rooms in the building, including hallways and auditorium, have been repainted and steps have been taken to improve the looks of the building in other respects both inside and outside.

Departing from the usual custom, the pupils and teacher in each room were allowed to choose the color they wished their room to be painted. They were given some guidance in this respect by the home economics teacher. The result is that no two rooms in the building have exactly the same color scheme, yet the colors in the various rooms harmonize. All glossy surfaces were eliminated. The woodwork was painted with light oil paints, an egg-shell finish being used. The walls and ceilings were painted with one of the new washable cold water paint products. All ceilings were painted an off-white; very light tints of green, blue, and other colors pleasing were used for the walls. The cost of decoration was approximately \$35 per room; a large part of the money was raised locally.

New window shades and fluorescent lights were installed in some rooms. A special effort was made to provide suitably framed art prints, attractive book shelves, interesting bulletin board displays, and growing plants in each room. Pupils do most of the housekeeping.

D. W. Sanders, principal of the school, says that the improvement of the physical surroundings has had a good effect upon school and community morale and has stimulated both pupils and teachers to do more effective classroom work.

H. A. Perry of the Division of Instructional Service, State Department of Public Instruction, who recently inspected the school in response to a request for accreditation, stated that the classrooms are among the most attractive to be found in an old building anywhere in the State.

## TAR HEEL EDUCATORS

Thomas Jordan Jarvis

*By Beth Crabtree of the State Department of Archives and History*

It was not until the latter part of the 1870's and the early years of the following decade that North Carolina finally succeeded in overthrowing the yoke of Reconstruction and began to progress toward a more stable future. One of the outstanding leaders in this overthrow and the constructive program that followed was Governor Thomas J. Jarvis.

A descendent of colonial deputy governor Thomas Jarvis and of Samuel Jarvis, an officer in the Revolution, Thomas Jordan Jarvis, the son of Bannister Hardy Jarvis and Elizabeth Daly Jarvis, was born in Currituck County on January 18, 1836. His early years were spent on a farm and in attending the county schools. Upon reaching nineteen, he left Currituck to enter Randolph-Macon College, near Boydton, Virginia, where he partially financed his training by teaching school. Following his graduation, in 1860, he opened a school in Pasquotank County. His stay there was brief, however, for with the outbreak of war he abandoned teaching and enlisted in the 17th North Carolina Regiment. Shortly thereafter he was commissioned a first lieutenant in the 8th Regiment and rose to the rank of captain. Wounded at Drewry's Bluff in 1864, Captain Jarvis was invalided for the remainder of the war.

Jarvis returned to North Carolina, opened a store in Tyrrell County, and began the study of law. He soon developed a keen interest in politics and was elected a member of the State convention of 1865. In 1867 the Congressional Reconstruction acts overthrew the State government and a new constitution was written the following year. As a representative in the house of commons, Jarvis united with other Conservatives in opposition to the Republican administration. He was a strong leader, aiding greatly in the repeal of special tax laws and in the work of the Bragg investigating committee. His leadership was further strengthened, in 1870, when he was elected speaker of the house. Two years later he moved to Pitt County and established a law co-partnership with David M. Carter, and in 1875 he was elected a member of the constitutional convention. This convention was stalemated by the equal representation of Conservatives and Republicans, with the latter desiring to gain control and call adjournment. Jarvis persuaded Matt W. Ransom, by voting for himself, to break the deadlock, throwing the balance of power to the Conservatives and insuring the continuance of the convention. In the election of 1876 Jarvis secured the Conservative nomination for lieutenant governor. Three years later, when Vance resigned to become a United States Senator, he became governor and in the following year was elected for a full term.

Governor Jarvis was interested in every phase of State activities but his administration was particularly devoted to the development of the State's resources and in laying the foundation for a modern public school system. In his inaugural address the governor clearly indicated the importance he attached to public education. Opposition to the sale of the State-owned Western North Carolina Railroad was overcome chiefly at his insistence—an insistence motivated largely by a desire to divert State funds from the building of railroads to the building of schoolhouses. He saw realistically that money was a prime necessity for the success of any constructive program. In 1881 the governor, the superintendent of public instruction, and the press called the attention of the public to the sad plight of the State-supported schools by emphasizing the incompetency of the teachers and the run-down condition of the buildings. The legislature's response was gratifying; taxes for school support were increased, provision was made for the maintenance of additional normal schools for both races, a school curriculum was prescribed, and a standard examination for public school teachers was instituted for the benefit of new county officials.

At the end of his governorship, Jarvis was appointed by President Cleveland as minister to Brazil. Four years later he returned to North Carolina and resumed his law practice. He entered public life again in 1894 upon his appointment by Governor Carr to complete Vance's term in the United States Senate. Jarvis's interest in education never lagged, for he was particularly active in the founding of East Carolina Teacher's College and in the establishment of the graded schools of Greenville. On June 17, 1915, the "grand old man of the State," having lived a long and full life, succumbed to the disabilities of old age.

Governor Jarvis, in his capacity to see the State as a whole, in all its activities, in his ability to conclude successfully what he had begun, and in his own personal integrity, left an exceptional record of public service—a record that did much to start North Carolina on the road to progress.



# EDUCATION IN OTHER COUNTRIES

## BRITAIN

For the British child, compulsory education begins at the age of five. But in practice, school attendance often begins at a much earlier stage, in nursery schools or nursery classes attached to junior schools. The main features of this early education (in which no regular lessons are given) are the open-air classrooms, the careful diet, the games, talking and singing, and the provision of a happy environment, with gaily colored furniture, pictures and toys. Though most of these schools take care of the poorer children, the scheme is an integral part of a carefully devised general educational system.

## RUSSIA

Mrs. Rose Maurer, described by the *New York Times* as "specialist in family life in Soviet Russia," painted for that newspaper the following picture of child care in Russia:

"All existing child-care institutions in Soviet Russia, including nurseries, play schools, and children's consultation centers have been expanded to capacity owing to war needs, and are being utilized by both working mothers and housewives. At present, 6,000,000 cots are available in the nurseries and kindergartens, and new centers are being erected where they are needed. In addition to the permanent nurseries there are 'seasonal' centers, set up for farm workers near the harvest fields.

"Nurseries give all-day care for babies from one month to 3 years old. A traveling type of nursery, resembling a caravan, has also been devised. In this mobile unit, fitted with medical equipment, the babies are brought to their working mothers for feeding every three and half hours," Mrs. Maurer said.

"Children from 3 to 7 years old are cared for in kindergarten, and those from 7 to 14 attend the middle schools and primaries, with after school play and work groups. No stigma of charity aid to the 'underprivileged' attaches to any of the institutions for child care.

"Even the most remote Siberian center can get all the information it needs in the metropolitan areas," says Mrs. Maurer.

"The existence of a well-trained, professional group of nursery personnel has been another factor in the success of the centers," according to Mrs. Maurer. "In 1938 there were 50,000 students of child care in the Nursery Teachers' Training School and even in wartime adequate staffs have been maintained," she said.

## NORWAY

Nazi authorities in Norway have designated a number of "free hostages" in the Trondheim high school

who will be executed if any of the high school's teachers or students escape to Sweden, the Stockholm newspaper *Svenska Dagbladet* said in an article reported recently to the Office of War Information.

The hostages will be allowed to continue their high school work in the meantime, according to the article.

An earlier report in the *Svenska Dagbladet* said that a similar threat had been made at the Norwegian Institute of Technology at Trondheim, where professors and students were informed that "The least attempt made to disturb calm and order" would result in "severe punishment" to a number of students interned at Falstad.

"The internees are being held as hostages to prevent demonstration," the Swedish paper said.

## LUXEMBOURG

Speaking at the University of London, Luxembourg Minister of Justice Victor Bodson gave a picture of the educational situation in Luxembourg.

He said that for the last 75 years education in Luxembourg has been compulsory for all children between the ages of six and 13. Therefore, to 1939 there was no illiteracy in Luxembourg, but German Nazification of education has necessitated enormous re-education.

"Ever since Luxembourg has been incorporated into the Reich the pre-war educational system has been distorted beyond recognition. Children are brought up at the same level as German youth except for parental influences acting in the opposite direction. All schooling has been subordinated to the activities of Hitler's Jugend.

"Teaching French is forbidden in elementary schools and greatly curtailed in secondary schools. The German poison has to be driven out," Minister Bodson declared.

## CHINA

The April number of CHINA AT WAR (published by the Chinese Information Committee of Chungking) gives a brief account of how the Japanese administer education in occupied China.

"In each middle school in Peiping and Tientsin," says the article, "there is one Japanese appointed on the school administration staff. Nominally his position is that of a vice principal or deputy headmaster and, in most cases, this position is held concurrently by the Japanese language teacher in the school. Actually the so-called vice principal is the institution's overlord responsible only to the Japanese authorities. All important administrative affairs of the school, including employment and discharge of faculty members, curriculum and supervision of students' extra-curricular activities, must be approved by this

vice principal before they can be carried out.

"The Japanese overlord is charged also with the special duty of checking and watching thoughts and actions of both the students and the teachers. Anyone who creates the ill will of this man is likely to find himself given the third degree in one of the branch headquarters of the enemy gendarmery . . ."

"Japanese language has become the most important subject in the middle school curriculum. Students are told repeatedly that, as students, their most important duty is to promote Sino-Japanese cultural relations and that to be well versed in Japanese is the first step in establishing good cultural relations."

## POLAND

(From *Polish Youth*, April 1943, published by Polish Students Association in Great Britain.)

Primary as well as trade schools are supposed to be the only source of learning for Polish youth in the General Government. These schools are now facing complete disorganization.

In theory the Germans allowed elementary schools to remain open under the system of compulsory learning previously followed by the Poles. In practice, however, they disorganized all learning—making it practically impossible for children to study. At the same time they forbade the teaching of history and everything regarding Poland, geography of Poland and finally geography in general. Polish was supposed to remain the language of instruction, but already in 1939 the General Governor, Dr. Frank, in his order No. I ZI. 292, ordered all Polish books, including even textbooks of any sort to be confiscated. This had to be done by 20th January, 1940. The children's books were taken from them and they could not read Polish. At the same time they introduced four hours compulsory German a week. In a decree of 31st March, 1941, the Germans forbade the study of religious textbooks, to come into force immediately.

Working conditions are impossible in Polish elementary schools. Work is constantly interrupted. Schools, in both town and country, are constantly taken over for the needs of the German army. The German soldiers billeted there are quite ruthless in their treatment of these schools — destroying school equipment and libraries, which is fatal to learning in schools, since all publication of Polish books and textbooks is forbidden.



## From the Past

### 5 Years Ago

"In a number of schools throughout the State a new type honor roll, called the citizenship honor roll, is being tried out.

"The second Southeastern Regional Conference on Adult Education will be held at Hotel Columbia, Columbia, South Carolina, April 2-5.

"One thousand prisoners, most of them under 30 years of age, are now enrolled in WPA and State-aid Adult Education classes.

"The Cost of Public Education' is the title of the February number of STATE SCHOOL FACTS, monthly publication of the State Superintendent of Public Instruction."

"Standard First Aid certificates have been given 1,554 men and women in North Carolina who have completed the First Aid courses conducted by the WPA Education Division in collaboration with the American Red Cross and WPA Safety Division." — *Public School Bulletin*, March, 1939.

### 20 Years Ago

Superintendents of Charter (City) Schools:

Canton—E. J. Hutchins  
Charlotte—H. P. Harding  
Edenton—John A. Holmes  
Elm City—P. T. Fugate  
Greenville—J. H. Rose  
Henderson—E. M. Rollins  
Hickory—R. W. Carver  
Madison—J. C. Lassiter  
New Bern—H. B. Smith  
Oxford—C. G. Credle  
Rockingham—L. J. Bell  
Rocky Mount—R. M. Wilson  
—*Educational Directory*,  
January, 1925.

### 40 Years Ago

The total school fund from all sources except local taxation was \$1,565,361.64.

The total amount raised for special districts by local taxation was \$335,875.65.

\$179,681.39 were spent for building and repairing schoolhouses.

The total value of school property was \$1,908,675. 346 new houses were built.

The average school term in weeks was, white 17, colored 16.01.

The average monthly salary of white teachers was \$29.05 and of colored teachers \$22.27.

School enrollment—489,935.

Average attendance—293,874.

Number of school libraries—877.

Volumes in libraries—83,315.

—*Biennial Report*, 1902-03, 1903-04.

## Hope of the Future

All the schools in the world will have to be reborn after this great conflict, if the boys who have died are not to have died in vain. In the years to come it will be even more important for the schools to teach character than to teach facts. In the teaching of character, the essential thing will be the ability of the teacher to kindle enthusiasm—enthusiasm for knowledge, but especially the enthusiasm for greater good. There is something about the spoken work of a person who is deeply moved inside which carries great conviction. Neither the radio nor the book can ever take the place of the face to face contact of the living teacher. May the emphasis on system never stamp out of our schools the personal equation—the communication, by friendship and the power of the spoken word, of a boundless enthusiasm for all the facts of nature and human life which lead to peace and wider living. May the vision of a new and finer and more orderly world animate the teachers of every community. In their hands is the hope of the future.

—Vice President  
Henry A. Wallace.

## New Compulsory Attendance Bulletin to Be Printed

A new "Compulsory School Attendance" bulletin has been prepared and sent to the printer by State Superintendent Clyde A. Erwin. This publication is to take the place of the bulletin printed in 1929 and will include the "Rules and Regulations" revised in accordance with suggestions recently made by a committee appointed jointly by State Superintendent Erwin and Mrs. W. T. Bost, Commissioner of Charities and Public Welfare, and adopted by the State Board of Education on February 24. The "Regulations" include a whole new section devoted to the specific duties of teachers, principals, superintendents and attendance officers in connection with the enforcement of the compulsory school attendance law.

In addition to the revised "Rules and Regulations," the new bulletin will include the Compulsory School Attendance Law, Rulings of the Attorney General as to the interpretation of certain parts of the law, statements by Superintendent Erwin and Mrs. Bost, and specimen copies of new forms to be printed and substituted for those now in use when the present supply is exhausted.

## From the Press

*Granville.* A report today (Feb. 4) from Creedmoor said the high school building there was damaged an estimated \$3,000 by fire discovered in a second story wall by the janitor, George Rogers, after classes had been dismissed for the day.

*Salisbury.* Activities of Salisbury school children during the Fourth War Loan drive have resulted in sales of war bonds and stamps totaling \$25,733.56, according to W. H. Smith, city chairman, who said that three schools reported sales of \$5,800.

*Chatham.* Superintendent of Schools J. S. Waters has announced the receipt of \$1,822.68 as a refund from the State textbook rental system to be used in the purchase of library books.

*Durham.* Vocational education at the Hillside High School will be greatly enhanced by the removal of the machine shop from the old NYA Center to furnish facilities for the school, if the negotiations now under way with the government are successful.

*Winston-Salem.* Health examinations for pre-school children will begin in March, Mrs. Donald Kent, school health consultant told members of the P.T.A. Council at their meeting this morning. (Feb. 9).

*Martin.* A proposal to include Saturdays in the regular school schedule was frowned upon by the Martin County Board of Education in session yesterday (Feb. 7), meaning that most schools will not close the current session until May 25 instead of the 19th.

*Kannapolis.* Toweltown's contribution to the fund to fight infantile paralysis totalled \$553.31—approximately \$200 more than the 1943 donation. More than half the town's donation was given by school children.

*Tyrrell.* The members of the Tyrrell Board of Education passed a motion to sponsor a county-wide garden project for the high school lunch rooms of the county, at the February meeting of the board Monday morning in the county superintendent's office.

*Hertford.* Six Hertford County schools are participating in the lunch room program and are applying for supplementary funds from the State Child Feeding Program.

*Weldon.* The Weldon white school children have sold \$80,539.75 worth of bonds.



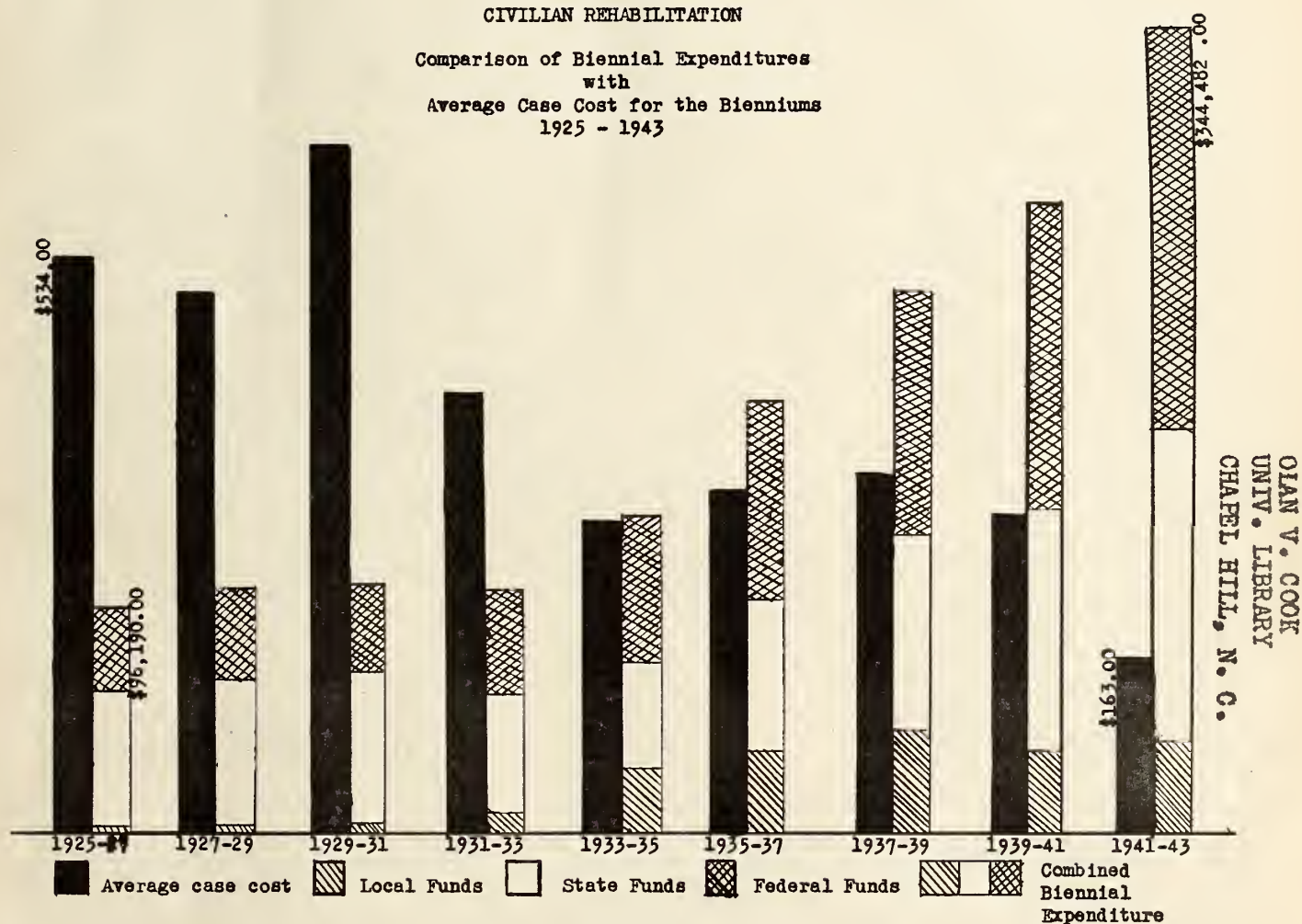
# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

April, 1944

Number 8

CIVILIAN REHABILITATION  
Comparison of Biennial Expenditures  
with  
Average Case Cost for the Bienniums  
1925 - 1943





## In This Issue

	Page
Superintendent's Letter .....	2
Calendar for April .....	2
Cover Picture .....	2
Editorial Comment .....	3
Civic Clubs and Health Organizations Sponsor Orthopaedic Clinics .....	4
Commission to Study Motion Picture Needs of Schools .....	4
Vance County Schools Provide Good Housekeeping .....	4
Boys and Girls Week Observed April 29- May 6 .....	4
Board Approves School Attendance Report Principal's Salary Rating Regulation Modified .....	5
Navy V-5 Program Endorsed By Erwin ..	5
Alma's Rehabilitation (box) .....	5
Ten Fellowships for Negroes Available ..	5
Save Your Broom Handles .....	5
Physically Handicapped Are Adept in Many Jobs .....	5
State Rehabilitation Program Influenced By Supervisors .....	6
Three Rehabilitation Supervisors Now in Service .....	6
Former Rehabilitation Supervisor Writes From South Pacific (box) .....	6
Health Education Fellowship to be Offered Physical Disability Not a Vocational Hand- icap Says State Rehabilitation Director ..	6
Inductees Must Take Training Records to Reception Center .....	6
Institutes for Teachers of Business Educa- tion to be Held .....	7
Universal Military Training Bill Introduced in Congress .....	7
Second Wartime Commencement Manual (box) .....	7
State Rehabilitation Service Administered Through Five District Offices .....	7
Pan American Health Day Essay Contest Announced .....	7
State School Facts .....	8-9
Students Choose Their Life Jobs .....	10
New York State Plans for a Postwar Educa- tion .....	10
New Building Plans Available .....	10
New Federal Law Provides for Physical Restoration of the Disabled .....	10
New Pamphlet Answers Questions of Those Entering Armed Forces .....	11
This Rehabilitation Case History Indicates Importance of Continued Client Contact ..	11
Nearly 700 High Schools Teach Driver Education .....	11
Employee's Say Physically Impaired Pro- duce as Much as Able-Bodied .....	12
Books About North Carolina .....	12
School Board Association Annual Meeting Postponed .....	13
Teacher Artist Paints Pictures for Class- rooms .....	13
Teachers Should Help Youth to Under- stand Social Security Program .....	13
State Pre-Induction High School Driver Education (Picture) .....	13
Laws, Rulings, and Opinions .....	14
N. C. Schools Purchase \$4,606,375.98 Bonds and Stamps .....	15
Art Convention Meets April 13-15 .....	15
More New Superintendents .....	15
Tar Heel Educators .....	15
From the Past .....	16
Inspiration (box) .....	16
NCEA Members Vote "Increased Salaries" as Most Important Next Step .....	16
From the Press .....	16

## STATE OF NORTH CAROLINA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

April 1, 1944

### To Superintendents, Principals and Teachers:

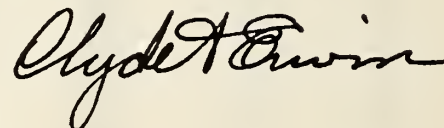
Although the Attorney General has ruled that "in the absence of a local statute designating some other person as chief attendance officer or truant officer or in the absence of employment of such person under the provisions of Chapter 270, of the Public Laws of 1939, the County Superintendent of Public Welfare would still be charged with the duty of investigating and prosecuting all violators of the compulsory attendance law," I am convinced that in many instances better results will be obtained in the enforcement of the law if a special attendance officer is employed. I base this statement on the fact that county superintendents of public welfare in most instances have their hands full in administering the present welfare laws. Their duties have been multiplied considerably since the original enactment of the compulsory attendance law, and about all they can do at the present time is to prosecute violators of this law.

On the other hand, the duties of a special attendance officer, who will give his entire time to the question of school attendance, should include parent education and the creation of public sentiment for regular school attendance as well as the investigation of unlawful absences and prosecution of violators of the compulsory attendance law. Then, too, the duties of a special attendance officer might very well include the making of the census and the collection and classification of the necessary statistical data in connection with school attendance.

This leads me to make the suggestion that in the preparation of your local budgets for next year, 1944-45, consideration be given to the employment of a special attendance officer for your administrative unit, if you do not at present employ such a person and if the enforcement of the compulsory attendance law in your unit is unsatisfactory. As you know the law, Chapter 270, P.L. 1939, permits the employment of "special attendance officers to be paid from fines, forfeitures, and penalties, or other local funds."

I believe that we should put forth every effort to enforce the law as it is now written.

Very truly yours,



State Superintendent of Public Instruction

## Calendar for April

- 2-9—National Negro Health Week
- 6—Army Day
- 9—Easter Sunday
- 12—Halifax Day
- 13—Thomas Jefferson's birthday
- 14—Pan-American Day
- 23-29—American Forest Week
- 29-May 6—National Boys and Girls Week

## Cover Picture

This chart shows the biennial cost from State, Federal and local funds for the Vocational Rehabilitation program conducted in this State from 1925-26 to the present. The chart also shows that the average case cost of rehabilitation has decreased during this period.



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CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
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## Editorial Comment

### Rehabilitation Service

This number of this publication, including the special section "State School Facts," is emphasizing the Vocational Rehabilitation Program of the State. This is the last of a series of issues in which the various phases of vocational education are presented. We hope you have enjoyed reading the many articles which have been written about this important work. We must confess that, as the information has been assembled, we have added to our meagre knowledge of the many activities which this program encompasses.

Vocational rehabilitation, although not a public school activity, is a broad adult education program applying to the physical handicapped. It not only trains the civilian disabled; it provides for their physical restoration in so far as medical science and artificial appliances are able to do. Oftentimes the physically restored person is better equipped to do this particular job better than an able-bodied person.

This program, as have all other phases of vocational education, began in a very small way. As the reader will observe, it has expanded in many ways; but the average individual case cost of rehabilitation has decreased. Compare this cost just in dollars and cents, not to mention the happiness and contentment of the rehabilitated, to that of the streets filled with beggars or with institutions filled with crippled inmates either at State or private expense. The State can take pride in the fact that there are many self-supporting individuals, who if there had been no program of this kind would now be confined either at home or at some institutions depending for their livelihood upon others. The files of the Rehabilitation Office will disclose case after case where a helpless cripple has been restored to a normal process of life simply by a little en-

couragement, by surgical operation, by the aid of artificial limbs, and by additional training. There is something splendid in the transformation of many a person who makes a recovery of this sort; there is something bigger than education in the achievement that comes as a result of this service—yes, this is the creation of new citizens for the benefit of the community and the State.

## The Schools As Sales Agencies

The schools participated wholeheartedly in the scrap drive conducted last year. They entered and successfully helped to gather car loads of waste paper. This school year they have been actively engaged in the sale of war bonds and stamps. And they—North Carolina boys and girls—have to their credit total sales amounting to \$4,606,375.

Truly, this is a remarkable achievement. The schools—children teachers, principals, superintendents, and all others—are to be congratulated. According to Mrs. Blair, State Chairman of the School Campaign, this sum of money will buy more than 2,000 jeeps and many other pieces of necessary war equipment.

The schools are the greatest sales agencies in existence—that is for a product that they themselves believe in.

## A Pattern

The schools of Vance County, it is stated, are well kept.

"This is true from the smaller Negro schools up through the beautiful school in Henderson."

If all the schools were kept as well as those in Vance County, then this comment would have been unnecessary. Because these schools were outstanding in this respect is the reason this comment was made by a member of the State Department of Public Instruction. This observer also said that Vance County schools "might well serve as a pattern for many other North Carolina school administrators."

No one wants to be an imitator in the sense of doing something just because someone else does it. But school administrators will admit there are very few original ideas in this world. Most of us observe good practices, pick out what we believe to be the best parts; then with a few ideas gleaned elsewhere or out of our own experience put such ideas to work.

It is apparent that some do a better job than others in getting the cooperation of their fellow workers in putting such ideas into effect. In the case of good schoolhouse keeping this would not be so difficult. Once the children and teachers are "sold" on the idea the job is good as done. But perhaps, you should get your ideas about this from Superintendent Rollins and his principals and teachers. They are the ones responsible for the "pattern" set, and should be consulted.

## Not in Textbooks

1. Some people think of the school as the place where Reading, Spelling(?), Writing, Arithmetic, History, Geography, English, and other *subjects* are taught.

2. Others think that the school is where boys and girls are trained to make a living to get a job.

3. Still others say that a school is where the child in his formative years learns how to live.

Each of these conceptions is true. We wonder sometimes, however, if the stress in our present day practices is not on one or other of the first two and very little upon the third view. And that leads us to state what we mean by the "how to live" idea.

At the outset, let us state that we are not saying that the school can assume the full responsibility for this teaching how-to-live. Since this is a social world, a number of other agencies help to shape the lives of all of us. The schools, however, are primarily interested in the instructional process, and they should assume the responsibility of pointing out to their pupils the right ways of conduct—of living in a democratic country.

What are some of these ways of life? Here is a long string of them: Decency, good manners, courtesy, honesty and integrity, cooperation, industry, initiative, leadership, self-reliance, self-control, dependability, persistency (properly used), patience, responsibility, fair play, kindness, loyalty, and many others.

As such these things, character traits, are not listed in the textbooks. And yet they are most important in all our social relations—before, during and after our school life. These things make for the permanency of the individual. They should be basic factors in any educational program. But are they? Of course, these things, which are character education should not be thought of as a *subject* to be taught. They are elements in personality development and should be realized through good instruction. Such instruction is brought about by the vision and character of the teacher. It is the teacher and not the textbook that must point them out at the appropriate time. This may be done as a part of the lesson, or as a phase of some other activity over which the teacher has supervision.

Above all else, the teacher must set the example. He who teaches must first be taught.

"No printed word nor spoken plea  
Can teach young hearts what men  
should be

Not all the books on all the shelves,  
But what the teachers are themselves.

"For education is making men!

So it is now, so it was when  
Mark Hopkins sat on one end of the  
log,

And James Garfield sat on the  
other."



# Civic Clubs and Health Organizations Sponsor Orthopaedic Clinics

Civic clubs and health organizations are sponsoring orthopaedic clinics for the physically disabled people of North Carolina, both children and adults, in twenty-three strategically located places throughout the State. Persons under 16 years of age recommended for physical restoration through surgery or hospitalization are referred to the Crippled Childrens Division of the State Board of Health. Persons 16 years old and above are referred to the Rehabilitation Division of the State Department of Public Instruction, which follows through where feasible with the necessary physical restoration and vocational training of the individual.

The following list indicates the place held, frequency, the surgeon, and the sponsor of each of these clinics:

<i>City</i>	<i>Frequency</i>	<i>Surgeons</i>	<i>Sponsor</i>
Asheville	Semi-monthly	Dr. J. T. Saunders	Rotary Club
Boone	Monthly	Dr. J. S. Gaul	District Health Dept. — Local civic clubs (Rotary & Kiwanis)
Bryson City	Monthly	Dr. J. T. Saunders	Rotary Club
Chapel Hill	Monthly	Dr. R. B. Raney	Council of Health and Welfare
Charlotte	Monthly	Dr. Alonzo Myers	Rotary Club
Durham	Daily except Saturday and Sunday	Dr. R. B. Raney	
Elizabeth City	Monthly	Dr. L. D. Baker	Duke Hospital
Fayetteville	Monthly	Dr. R. B. Raney	American Legion
Gastonia	Weekly	Dr. H. A. Thompson	Kiwanis Club
		Dr. W. M. Roberts	N. C. Orthopaedic Hospital
Greensboro	Monthly	Dr. W. F. Cole	County Crippled Children's Com.
Greenville	Monthly	Dr. H. A. Thompson	Rotary Club
Henderson	Monthly	Dr. W. F. Cole	Kiwanis Club
High Point	Monthly	Dr. R. A. Moore	Rotary Club
Lenoir	Monthly	Dr. J. S. Gaul	Kiwanis Club
Lumberton	Monthly	Dr. O. D. Miller	
Mt. Airy	Monthly	Dr. L. D. Baker	Various Clubs
North Wilkesboro	Monthly	Dr. R. A. Moore	Kiwanis Club
Salisbury	Monthly	Dr. O. L. Miller	Kiwanis Club
Tarboro	Monthly	Dr. Harry Winkler	Kiwanis Club
Wilmington	Monthly	Dr. R. B. Raney	Rotary Club
Wilson*	Monthly	Dr. Alonzo Myers	Rotary Club
		Dr. H. A. Thompson	County Health Dept.
Winston-Salem	Monthly	Dr. R. A. Moore	Kiwanis Club

\*Closed for duration of war.

## Commission To Study Motion Picture Needs of Schools

The American Council on Education has just announced the appointment of a Commission on Motion Pictures in Education. The present members are: Mark A. May, chairman; George S. Counts; Edmund E. Day; Willard E. Givens; George Johnson; George F. Zook, ex officio. The work of the Commission is supported by a grant from eight motion picture production companies made through the Motion Picture Producers and Distributors of America, Incorporated. The eight contributing companies are: Columbia, Loew's Incorporated (M.G.M.), Paramount, R.K.O., Twentieth-Century Fox, United Artists, Universal, and Warner Brothers. The grant covers a five year period.

The Commission will study the needs of schools and colleges for motion picture material and will plan for the production of new films for courses of study in which new pictures are needed. Special attention will be given to the planning of series of films for educational activities connected with postwar reconstruction. The Commission invites the cooperation of all interested educators and educational groups. Suggestions concerning needed productions for educational purposes will be welcomed. The Commission is particularly interested in receiving curriculum materials that can be used as the basis for films. As fast as these materials can be put into shape for filming and approved by competent educational consultants, they will be distributed to all interested producers. For the time being, all inquiries should be addressed to the Chairman, Mark A. May, 28 Hillhouse Avenue, New Haven, Connecticut.

## Vance County Schools Provide Good Housekeeping

The schools of Vance County, it is learned, are so well kept as to their repair and good housekeeping that they might well serve as a pattern for many other North Carolina school administrators. A recent inspection of the schools of that county by a member of the Department of Public Instruction disclosed that "Every toilet, all of the halls, every classroom and office, as well as the grounds surrounding the buildings are completely free of trash or unsightly litter. The buildings are spotless and are not defaced in any way. Every bit of equipment including door locks, window panes, mirrors in toilets, and hall lockers is in perfect repair.

"This is true," the report is made, "from the smaller Negro schools up through the beautiful school in Henderson. It is quite apparent," it is further reported, "that Mr. Rollins (the superintendent), his able principals, and his students and teachers are cooperating in an unusually fine manner to retain their physical plant in the best possible condition."

## Boys and Girls Week Observed April 29-May 6

The 24th annual observance of National Boys and Girls Week is scheduled this year for April 29 to May 6, inclusive.

The activities of this week are designed to bring to the attention of the community the problems, interests, and recreations of its youth, and also the youth-serving organizations which labor for the development of good citizenship and character in growing boys and girls.

Boys and Girls Week affords a splendid opportunity for the presentation of a program which will focus the attention of the community on its greatest natural resources —its boys and girls. As a result, a year-round program of activities can be planned for the welfare of the community's youth.

This year the observance will carry out the theme, "Youth Power for Dava Ahead." Highlight of the week will be National Service Day, Thursday, May 4, when the youth of the nation will demonstrate their part in helping the war effort. Other days planned for the observance are: Parade Day, April 29; Day in Churches, April 30; Day in Schools, May 1; Day in Occupations, May 2; Day of Athletics and Entertainments, May 3; Health and Safety Day, May 5; and Day Out-of-Doors and Evening at Home, May 6.

Helpful suggestions for carrying out the program may be obtained free of charge from the National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago 1, Ill.



## Board Approves School Attendance Report

At its regular meeting held February 24, the State Board of Education approved the Report of the Committee on School Attendance, which was presented to the Board at its January meeting by Superintendent Erwin, after certain minor amendments to the report had been adopted. The report provides additional rules of procedure in the enforcement of the present compulsory school attendance law. It also recommends a revision in the forms used in this connection.

A new bulletin containing the law, rulings of the Attorney General, the rules and regulations adopted by the State Board of Education as to compulsory school attendance, and copies of the suggested forms is now being printed by the State Department of Public Instruction and copies will be distributed to school superintendents when it is available.

## Principal's Salary Rating Regulation Modified

The State Board of Education, at its February meeting, modified the regulation as to the salary rating of the principal so as to include the teacher of trade and industrial education in the number of teachers counted in making the rating. This new regulation reads as follows:

"A teacher of Trade and Industrial Education who devotes as much as fifty per cent of his time to the teaching of such subjects as meet Federal standards and who is a full-time teacher in a given school, drawing not less than fifty per cent of his total salary at State rating from State and Federal funds, shall be included in the number of teachers upon which the principal's salary is rated."

## Navy V-5 Program Endorsed By Erwin

State Superintendent Clyde A. Erwin, in a recent letter to superintendents and principals, approved the plans of the Office of Naval Officer Procurement in giving certain tests to 17 and 18 year old boys who are seniors and otherwise eligible for consideration for the Navy V-5 Program.

Under this program those students who pass the tests successfully will be allowed to finish high school, and then enter upon a course of training for eight months toward becoming Aviation Officers for the Naval Reserve and Marine Corps Reserve.

Regular college courses are taken during this period and full college credit is received. Trainees are furnished uniforms and \$50.00 per month in pay (in addition to college expenses). Upon completion of the eight months college course trainees receive an increase in pay to \$75.00 per month and then begin

## Alma's Rehabilitation (A Short Story)

Alma was twenty years old. When she was three, scarlet fever had left her without any hair on her head—without even an eyebrow. As long as she could remember, she had preferred to remain indoors. Now, with tears in her eyes and with her voice choked with emotion, she asked for permission to "walk around the block." Why? Because for the first time she looked as other people her age looked. She stood before a mirror fascinated at the blonde wig that had transformed her into a different person.

"A journey of a thousand miles begins with a single step." She stepped out into the street and started around the block—really beginning her life's journey. She had only one thing more to do before beginning her training in radio. Because she had never owned one, she had to buy a hat.

She has experienced many happy incidents since then.

She is undecided which gave her the greatest thrill: The "A" she got from her instructor in radio, or the lusty yell from the soldier as his bus pulled away for camp, "Hey, Blondie, write to me!"

their Flight Training. The Flight Training requires fifteen months and is conducted at various colleges, universities and Naval Air Stations located throughout the country. Upon the successful completion of this training the Trainees are commissioned either Ensigns in the Naval Reserve or 2nd Lieutenants in the Marine Corps Reserve.

"I shall be obliged to you if you will cooperate with the representatives of the Office of Naval Officer Procurement when they visit your school in connection with the Navy V-5 Program," Supt. Erwin stated.

## Ten Fellowships For Negroes Available

Ten fellowships in health education at the University of Michigan summer session this year, from about June 22 to August 14, are being offered by the National Tuberculosis Association in cooperation with the State and local associations to Negro nurses, teachers, and health education workers resident in seventeen southern states. The items covered by these fellowships include transportation, tuition, room and board, and a reasonable allowance for books, amounting to a sum between \$175 and \$225.

Information about making application for such a fellowship can be obtained from the North Carolina Tuberculosis Association, Box 468, Raleigh. Applications must be submitted to this Association not later than April 20.

## Save Your Broom Handles

The Division of Purchase and Contract sent out a notice "To All State Agencies" calling their attention to the fact that "Due to the shortage on handles it has been rather difficult to obtain corn brooms."

The letter suggests that the handles of all brooms now beyond use be shipped to the Guilford County Association for the Blind, Greensboro, N. C. freight collect, who will pay a reasonable sum for these handles. The worn-out part of the broom still attached to the handle should be removed before shipment is made.

## Physically Handicapped Are Adept in Many Jobs

Physically handicapped persons, when properly trained and fitted with artificial appliances if necessary, may successfully fill a wide variety of jobs, it is learned from the bulletin "Untapped Manpower—Facts and Figures on Employment of the Physically Handicapped," recently issued by the U. S. Civil Service Commission. In addition to a long list of government jobs and technical, scientific and professional positions, that publication points out, the physically handicapped are doing especially good work—some in which they even excel the able-bodied—in clerical work and in the mechanical and skilled-trade group.

"Blind workers are especially proficient in manual occupations requiring a delicate sense of touch. They are well suited to jobs which are repetitious in nature, such as packing cartridges, inserting kapok into life-belt pads, and various types of sorting. They perform these jobs faster and more accurately than those who rely on sight.

"Workers with limited or no hearing are preferred by many employers for noisy jobs. Examples: Boiler-maker, welder, riveter, chipper, press operator, and office-machine operator. Many are good at clerical duties. Others have corrected their loss of hearing with modern aids and are no more conscious of the fact that they are using an aid than they would be if they were wearing glasses.

"Persons with disabilities of one or both upper extremities, especially when wearing modern artificial appliances, work efficiently as welders as spray painters, and in many other jobs in production departments. Others are profitably used as inspectors, storekeepers, clerical workers, etc.

"Workers with deformities of the spine are successfully employed in a wide variety of work in which no heavy lifting is required.

"Organic heart cases, fully compensated, frequently excel in positions involving desk or bench duty, in machine-shop positions, and in drafting positions."



## State Rehabilitation Program Influenced By Supervisors

Vocational Rehabilitation in North Carolina over the past 22 years has been greatly influenced by the caliber of the men who have had charge of this work in the State; and whose abilities have been recognized as attested to by their promotions to greater positions of responsibility and more remunerative jobs. These men are as follows:

H. L. Stanton—who organized the North Carolina Rehabilitation and acted as State Supervisor from the inception of the program until 1936, when he joined the Federal Vocational Rehabilitation Staff as Research Agent. He is now Regional Federal Agent.

H. C. Corpening—who left his job as a Field Case Worker to become State Supervisor of Vocational Rehabilitation for the State of Florida. He later went to the District of Columbia as Administrative Supervisor. He is now a Regional Federal Agent.

Claude Andrews—who worked as a Field Case Worker and accepted the job as State Supervisor for Florida. He is now serving his second year as President of the National Rehabilitation Association and is also Vice-President of the American Vocational Association.

Robert A. Brown—who resigned his position as Case Worker and became Director of Prisoner Classification with the Federal Penitentiary, Atlanta, Georgia.

Chas. H. Warren—who was promoted from the Charlotte District Office to State Supervisor and is now on Military Leave with the armed forces in Italy.

H. E. Springer—who was promoted from the Charlotte District Office to succeed Mr. Warren, and is now Director of Rehabilitation under the expanded program.

## Three Rehabilitation Supervisors Now in Service

Three of the State's Supervisors of Rehabilitation are on military leave with the armed forces of the Nation. The State Supervisor, Chas. H. Warren, is a Lieutenant Colonel with the Fifth Army in Italy. His address is 6619 P. W. Adm. APO 782, New York City.

J. H. Clippard, Supervisor of the Asheville District is also a Lieutenant Colonel and now in the South Pacific Area. His address is Hq. Ser. Command, APO 706, % P.M., San Francisco, California.

R. B. Hawkins, District Supervisor of the Charlotte Area, is an Ensign in the U.S.N.R., and now stationed in Puerto Rico. He may be addressed Navy 116, % Fleet Post Office, New York City.

## Former Rehabilitation Supervisor Writes From South Pacific

To:

H. E. Springer  
State Dept. of Education  
Raleigh, N. C.

From:

Lt. Col. J. H. Clippard  
Hq. Ser. Com.,  
APO 706, % P.M.  
San Francisco, Calif.

February 16, 1944

Dear "Uncle" Horace,

Please note the change in address, if I have not already told you.

Your Christmas card was deeply appreciated, especially the letter. Congratulations on the progress Rehabilitation is making.

I have really been busy since coming into this wild country. I have organized an Ordnance office, planned a Maintenance and Supply area, cut the jungle growth out, put roads in, and drained it. Now I am busy installing my shops and warehouses according to my plan. It is really interesting work, and to add to the excitement, there is a live volcano near by that gives us a nice little earthquake every now and then.

The tempo of our drive against the Japs is picking up every day and the men are confident they can beat them.

Give my best regards to all the folks,

Henry

## Health Education Fellowships to Be Offered

A limited number of fellowships with stipends ranging from \$30 to \$50 will be offered to white and colored teachers, nurses and other public health education personnel who wish to attend one of the Child Health Conferences sponsored by the School Health Coordinating Service. The School Health Coordinating Service is a Service sponsored jointly by the State Department of Public Instruction and the State Board of Health.

It is believed that the Child Health Conference will be especially valuable to those high school teachers who are responsible for Health Instruction. During the past four summers that the conferences have been conducted, a number of superintendents and principals have attended the conference and they have, according to their voluntary comments, found the health work extremely valuable to them as administrators.

An announcement which gives the details with regard to the Health Conference has been sent out to all superintendents and health officers. Any teacher who is interested should get in touch with his county or city superintendent at once. College teachers who may

be interested may address inquiries concerning the institutes to the office of the State Adviser of Health and Physical Education or to Dr. W. P. Jacocks, School Health Coordinating Service, Box 2091, Raleigh, N. C.

## Physical Disability Not a Vocational Handicap Says State Rehabilitation Director

"The fact that a person has a physical disability does not mean that he has a vocational handicap and consequently cannot make a living by his own efforts, without having to depend upon public charity or street begging," H. E. Springer, State Director of Vocational Rehabilitation, said recently in telling of the newly expanded program of rehabilitation launched by the State Department of Public Instruction.

"If your automobile or some other piece of machinery were to be wrecked or get out of fix," Mr. Springer stated, "you would not discard it. You would employ a qualified mechanic to put it back in running order."

"How much more important is it in these days," he continued, "not to discard a physically impaired person, but to get him in shape to return to his former job or to a new job that he can do as well! An artificial arm does not prevent an otherwise qualified person from being an office or clerical worker, a good draftsman, painter, welder, watchman, or cleaner. A man with a crippled or artificial leg, if otherwise qualified, can still do bench work, clerk work, machine operation, and a hundred other jobs efficiently. Aid skill and effective production in light mechanical operations are not a lost to a man because he has a heart defect or has had tuberculosis."

## Inductees Must Take Training Records to Reception Center

An order was recently issued from the headquarters of the Army Service Forces that in the future all registrants found acceptable to the Army would have stamped on his physical fitness record form, DSS Form No. 218, the fact that the Educational Experience Summary and Vocational Training Record No. 114 (if available) should be brought to the reception center. Principals are requested to fill out the EES card for each boy in their high schools when they leave school this spring. Additional cards may be obtained from the Occupational Information and Guidance Service of the State Department of Public Instruction. The Vocational Training Record, Form No. 114, refers to work taken in federally-reimbursed vocational schools and classes only.



## Institutes For Teachers of Business Education To Be Held

Plans are being worked out by the Division of Instructional Service for a series of institutes for teachers of business education, it is announced by Dr. J. Henry Highsmith, Director. There are two purposes for the institutes, Dr. Highsmith stated:

1. The consideration of the material for a new Course of Study in Business Education, and
2. A discussion of classroom problems.

Dr. Highsmith further stated that Mr. Clyde W. Humphrey, Special Agent for Research and Business Education, U. S. Office of Education, is acting as Consultant for the new Course of Study and will have charge of this phase of the discussion in the institutes. Dr. Hamden L. Forkner of Teachers College, Columbia University, has been secured as the principal speaker for the institutes.

The tentative schedule for the institutes is as follows:

- May 1—Asheville
- May 2—Charlotte
- May 3—Salisbury
- May 4—Greensboro, A.M.  
Winston-Salem, P.M.
- May 5—Greenville
- May 6—Raleigh

## Universal Military Training Bill Introduced in Congress

On January 11, Chairman May of the House Committee on Military Affairs introduced H.R. 3947, a bill which proposes to set up a system of compulsory military training for American youth. Because of its importance to education, it is reprinted here as follows:

H.R. 3947, a BILL to provide universal military or naval training for all male citizens, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the Congress hereby declare it to be the national policy that the future peace and security of the Nation requires that every able-bodied male citizen of the United States, and every male alien residing therein, should receive at least one year of military or naval training through a system of universal military training.

Sec. 2. The experiences of the present conclusively establish that the lack of such a system results in unnecessary wars, the needless sacrifice of human life, the dissipation of the national wealth, and useless disruption of the social and economic fabric of the Nation, and causes international discord and interracial misunderstandings.

Sec. 3. Under such regulations as the President shall prescribe, every able-bodied male citizen of the United States, and every male alien residing therein, shall be subject to

## Second Wartime Commencement Manual

For the third consecutive year the graduation season in America's schools will be observed with the nation at war. The *Second Wartime Commencement Manual*, prepared by the Division of Publications of the National Education Association, is designed to help schools in the development of 1944 graduation programs. This *Manual* contains summaries of forty-seven programs put on by schools thruout the country in 1943; complete scripts of four programs; and a list of recent references. 72p. 50¢. Address the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

military or naval training, and upon attaining the age of seventeen years shall be inducted into the Army or Navy of the United States for a period of one year, or its equivalent, including such time as may be reasonably necessary for induction, mobilization, and demobilization: *Provided*, That any person subject to training under the provisions of this Act shall begin such training when he attains the age of seventeen years, or immediately upon the successful completion of the full course of an accredited high school or preparatory school, whichever first occurs.

Sec. 4. After the completion of training under the provisions of this Act, each trainee shall be enrolled as a reservist in the land or naval forces of the United States for a period of eight years and shall be subject to such additional refresher training as may now or hereafter be prescribed by regulations promulgated by the President, or as may hereafter be prescribed by law.

Sec. 5. Any person who shall violate any of the provisions of this Act, or regulations made pursuant hereto, shall, upon conviction thereof, be punished by imprisonment for not more than one year or a fine of not more than \$1,000 or by both such fine and imprisonment.

Sec. 6. This Act shall become effective immediately upon the cessation of induction under the provisions of the Selective Training and Service Act of 1940, as amended, and on said date shall supersede said Act.

## State Rehabilitation Service Administered Through Five District Offices

The Vocational Rehabilitation Service now performed by the State Department of Public Instruction is administered through a State Division having three executive personnel and five district offices with two supervisors each. These five districts and the names of the supervisors and counties in each are as follows:

*Asheville District:* French Toms and C. L. Haney—Buncombe, Chero-

kee, Clay, Graham, Haywood, Jackson, Macon, Madison, Swain, Transylvania, Alleghany, Ashe, Avery, Burke, Caldwell, Henderson, McDowell, Mitchell, Polk, Rutherford, Watauga, Wilkes and Yancey.

*Charlotte:* A. B. Starnes and T. M. Wilson, Jr.—Alexander, Catawba, Cleveland, Gaston, Iredell, Lincoln, Anson, Cabarrus, Davidson, Mecklenburg, Montgomery, Richmond, Rowan, Stanly and Union.

*Greensboro District:* F. S. Barker and Elmer W. Crawford—Davie, Forsyth, Guilford, Stokes, Surry, Yadkin, Alamance, Caswell, Chatham, Durham, Lee, Moore, Orange, Person, Randolph and Rockingham.

*Raleigh District:* W. Carl Wilson and W. Rea Parker—Bladen, Columbus, Cumberland, Harnett, Hoke, Johnston, Robeson, Sampson, Scotland, Franklin, Granville, Halifax, Nash, Vance, Wake and Warren.

*Greenville District:* John W. Blackman and R. N. Childress—Reaumur, Bertie, Camden, Chowan, Currituck, Dare, Edgecombe, Gates, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Pitt, Tyrrell, Washington, Wilson, Brunswick, Carteret, Craven, Duplin, Greene, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Wayne.

## Pan American Health Day Essay Contest Announced

Dr. Hugh S. Cummings, Director of the Pan American Sanitary Bureau, international health office of the Americas, has announced an essay contest for high school students. The purpose of this contest is to encourage thought along the lines of the value of health and of international cooperation in health matters. Prizes consisting of war bonds will be awarded for the best essays.

The theme of the essay is to be "What My Country Has Contributed to International Health Cooperation or Knowledge in the Field of Water, Food, and Beverage Sanitation." The contest is open to students in the eleventh and twelfth grades of high school. Essays must be addressed to the Pan American Sanitary Bureau, Washington, D. C., and must be received by the Bureau not later than May 31, 1944. The essays are to contain not more than 2,000 words, are to be typewritten, double-spaced, and unsigned, but should have attached a sealed envelope containing the name, address and school of the writer and a certificate signed by the school principal testifying that the writer is a regularly enrolled student in the junior or senior year of high school (eleventh or twelfth grade).

The essays will be judged principally on content, and secondarily on expression. The judges will be a committee selected by the Pan American Sanitary Bureau. Information and background material may be obtained by writing to the Pan American Sanitary Bureau, Washington 6, D. C.



# STATE SCHOOL FACTS

## VOCATIONAL REHABILITATION

This is the sixth and last number in a series of discussions concerning vocational education. This particular paper is entitled "Vocational Rehabilitation."

The term is defined by the Federal law under which the program is operated to mean "any services necessary to render a disabled individual fit to engage in a remunerative occupation." More specifically the law provides for payments to the states for providing certain specific services (Indicated below). In general, however, vocational rehabilitation is understood as a service for creating or recreating the earning capacity of all types of physically handicapped persons through vocational adjustment. It is an adult program of education including physical restoration, and does not as a rule involve the regular public school program.

### Eligibility

The physical handicapped is interpreted to mean a person, who:

- (1) Has a physical defect or infirmity, either congenital or acquired by accident, injury, or disease,
- (2) Is totally or partially incapacitated for employment in a remunerative occupation,
- (3) May be reasonably expected to be fit to engage in a remunerative occupation after having received rehabilitation service,

2. *Corrective surgery or therapeutic treatment.*
3. *Hospitalization* not to exceed 90 days.
4. *Prosthetic devices* essential to employment.
5. *Transportation.*
6. *Maintenance* during training not in excess of the cost of subsistence.
7. *Occupational licenses, tools and equipment.*
8. *Other services* necessary for rehabilitation.

### Historical

Vocational rehabilitation for disabled civilians began in 1920 with the passage by Congress of the Smith-Sears Act. The provisions of this act were accepted by the North Carolina General Assembly in August of the same year during a special session.

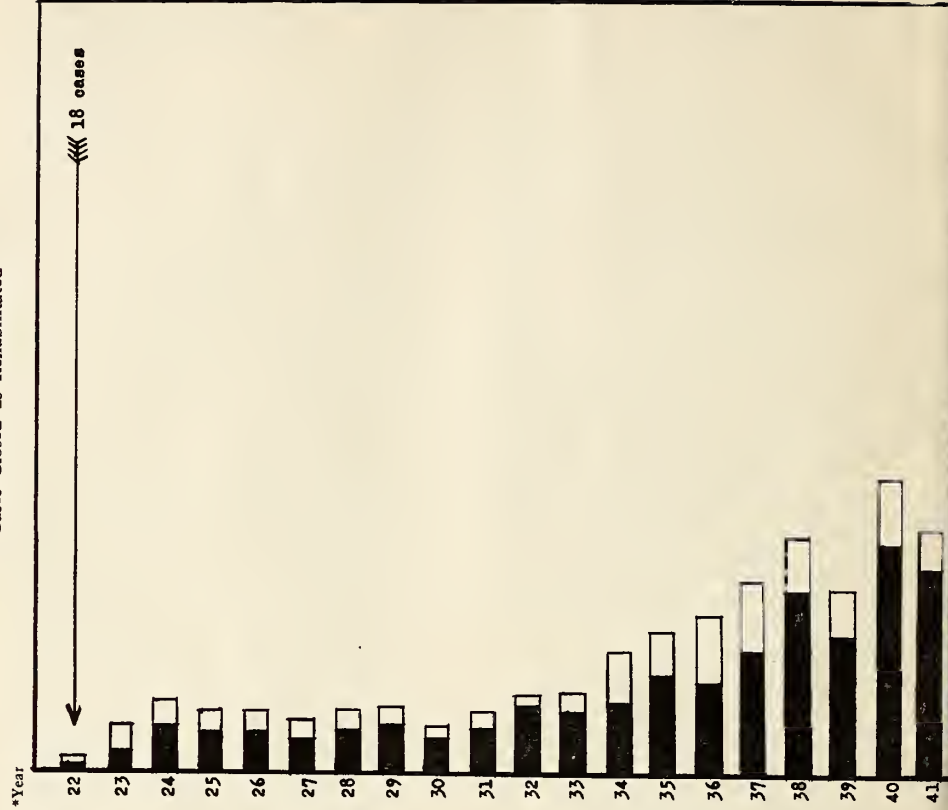
Until 1943 the administration of the program was under the direction of the State Board of Vocational Education through the Division of Vocational Education of the State Department of Public Instruction. Under the constitutional amendment adopted in 1942 and a subsequent act of the General Assembly of 1943, the State Board of Education succeeded to the powers, functions and duties of that Board.

In 1943 Congress passed a new law, known as the Vocational Rehabilitation Act Amendments of

the program in terms of case load at the beginning of the year, new cases during the year, cases rehabilitated, and the case load at the end of the year for each of the past four years. This program has expanded in terms of cases rehabilitated from 18 cases during recent years.

### GROWTH IN CIVILIAN REHABILITATION

Cases Closed as Rehabilitated



Rehabilitated with training  
Rehabilitated without training  
GROWTH IN CIVILIAN REHABILITATION



occupation after having received rehabilitation service, some of age, or must have established

residence prior to making application for rehabilitation.

Administration

The program is administered on a State-wide basis without discrimination as to sex, age (other than 4 above), race, economic status, or cause of impairment, under the general direction of the State Board of Education and the State Superintendent of Public Instruction. A staff of 21 persons, including a State office and five district offices, located at Raleigh, Greensboro, Greenville, Asheville and Charlotte, has specific charge of the program.

Services Rendered

Since the services rendered under this program are individual, they are naturally made to fit the needs of each client.

There are three fundamental services, as follows:

- 1. Guidance in the selection of a suitable occupational objective and in making the rehabilitation plan in accordance with the client's needs and expected capabilities.
- 2. Training for employment preparation. This training may be given on any level in regular institutions or on the job, and includes a wide range of occupations in the trade, commercial, agricultural and professional fields.
- 3. Placement in suitable remunerative employment.

In addition to these three services one or more of the following supplementary services are available, if needed in individual cases:

- 1. Medical examination (a) to determine eligibility, (b) nature of physical restoration services required, and (c) occupational limitations.

- 1. Provision is made for paying the entire cost of administering the program from Federal allotments. Formerly administration costs were borne equally by State and Federal funds.
- 2. Provision is made for the rehabilitation of war disabled civilians, persons engaged in civilian activities or in the Merchant Marine. The entire cost is borne by the Federal Government.
- 3. One-half cost of rehabilitating other disabled persons is borne by the Federal Government, as the old act provided.
- 4. Appropriations by the Federal Government are allotted to the states on the basis of the needs and the ability of the states to match Federal funds, where such matching is required.
- 5. Provision is made for assisting worthy persons in the payment of their living expenses where they have no other means. Under an act by the General Assembly of 1921, North Carolina has been providing this type of financial assistance to the extent of \$10.00 per week, not in excess of 20 weeks except where an extension was granted. Another act, passed in 1933, provided for the payment of tuition at State-supported institutions for "such students as are physically disabled and are so certified to be by the Vocational Rehabilitation Division."

Statistical Tables

The statistical tables and the accompanying chart indicate the growth of civilian rehabilitation since its inception in 1921-22 to 1942-43—twenty-two years—both in number of cases rehabilitated and expenditures, as well as the scope of

Rehabilitated with training ☐ Rehabilitated without training

\*Figures indicate ending of school year, e.g. 22 indicates 1921-22, etc.

I. GROWTH IN CIVILIAN VOCATIONAL REHABILITATION

Year	No. Rehabilitated			Open Cases at End of Year		
	Total	With Training	Without Training	Total	Eligible and Feasible	In Training
1921-22	18	7	11	153	63	46
1922-23	69	26	43	439	269	108
1923-24	112	70	42	624	237	92
1924-25	94	61	33	617	274	135
1925-26	96	61	35	668	168	208
1926-27	84	49	35	756	240	352
1927-28	102	65	37	709	130	401
1928-29	106	76	30	621	73	298
1929-30	72	54	18	715	129	389
1930-31	97	69	28	839	578	185
1931-32	124	110	14	726	462	76
1932-33	125	100	25	843	549	58
1933-34	201	112	89	785	459	111
1934-35	230	158	72	946	530	96
1935-36	257	147	110	885	457	324
1936-37	312	205	107	1,043	382	104
1937-38	389	252	137	935	310	142
1938-39	300	228	72	901	217	158
1939-40	486	374	112	2,122	602	441
1940-41	402	338	72	2,082	1,593	79
1941-42	844	573	271	3,532	3,026	47
1942-43	1,262	721	541	3,435	3,051	73

\*Includes cases interviewed. \*\*Includes cases reported and interviewed.

II. EXPENDITURES FOR CIVILIAN VOCATIONAL REHABILITATION

Year	Local			State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$26,161.74	\$16,225.69	\$44,124.31	\$459.63		
1926-27	1,425.00	32,094.92	18,546.29	52,066.21	619.84		
1927-28	1,707.50	30,233.01	18,462.20	50,402.71	494.14		
1928-29	1,294.50	32,609.36	21,027.41	54,931.27	518.22		
1929-30	1,958.86	33,011.00	19,971.28	54,941.14	763.07		
1930-31	1,406.42	31,476.26	20,707.05	53,789.73	554.33		
1931-32	2,593.75	27,719.28	21,850.81	52,167.00	420.71		
1932-33	6,232.63	22,469.24	21,840.81	50,542.68	404.34		
1933-34	14,766.33	18,997.08	24,433.43	58,196.84	289.54		
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30		
1935-36	15,076.38	31,540.58	37,618.16	84,235.12	327.76		
1936-37	19,553.98	33,633.98	45,864.82	99,052.78	317.48		
1937-38	21,972.46	41,692.30	52,213.53	115,878.29	297.89		
1938-39	21,940.61	41,534.68	52,279.44	115,754.73	385.85		
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42		
1940-41	18,302.80	51,897.61	68,318.27	138,518.68	344.57		
1941-42	17,662.04	71,033.49	87,122.81	175,818.34	208.32		
1942-43	21,717.32	63,647.38	83,299.40	168,664.10	133.65		

III. CASE STATUS OF VOCATIONAL REHABILITATION SERVICE

Case Status	1939-40			1940-41			1941-42			1942-43		
1. Case load at beginning of year.....												
2. New cases during year.....												
3. Total case load for year.....												
4. Closures during year.....												
a. Cases rejected.....												
b. Cases not accepted.....												
c. Cases not rehabilitated.....												
d. Cases rehabilitated.....												
5. Case load at end of year.....												
a. Cases reported.....												
b. Cases interviewed.....												
c. Cases eligible and feasible.....												
d. Cases in training.....												
e. Cases awaiting placement.....												

\*Not reported. \*\*Cases rehabilitated only.



# Students Choose Their Life Jobs

(by courtesy of a Scholastic poll)

Occupations which offer freedom of action and depend for advancement on individual capacity and energy are the choice of the majority of high-school students in the United States. This is the conclusion of the Institute of Student Opinion, a national organization sponsored by Scholastic Magazines and composed of 1,320 high-school newspapers, following a survey of student opinion.

Sixty percent of the boys and 58 percent of the girls who took part in the Institute's poll chose independent occupations in preference to working for someone else. Among the boys 26.2 percent chose owning or managing their own businesses, 21.7 percent preferred professions, and 12.1 percent indicated farming as their choice. Some 32 percent of the boys living in rural areas chose farming, 24 percent owning or managing their own businesses, and 14 percent professions.

The survey question was:

"If you could begin your career in any of the following, and obtain the same income at the start, which would you choose? (a) government or public service (b) working for a large business or industrial corporation (c) working for a small business or industry (d) owning or managing your own business (e) a profession, such as medicine, law, teaching, or nursing (f) farming or some branch of agriculture."

Students voted by individual ballot and, after the poll had been taken, were interviewed by student reporters as to reasons for their choices. The individuals spoke in one voice, "I want to be my own boss!"

*Note:* The Social Security Board reports that the self-employed or so-called "independent" businessmen or entrepreneurs are actually not "independent" and are sometimes much worse off economically than employed wage earners.

In a study of 10 million self-employed the Board finds that the returns of the self-employed are small and "their independence illusory." The common notion that "being in business for oneself" guarantees a certain job security is disproved by the statistics on business turnover and mortality, farm foreclosures, and dispossessions. As a group, the self-employed are older than wage earners and more likely to have families dependent upon them. (See *Small Business Problems*, Senate Committee Print No. 17. Government Printing Office.)

Among the dependent occupations listed, working for a large business or industry received 16.9 percent of the boys' vote and 19 percent of the girls'; government or public service, 16.6 percent, boys' and 13 percent girls'; working for a small business or industry, 6.5 percent, boys' and 10 percent, girls'.

The Institute of Student Opinion conducted the survey among 51,599 high school boys and 61,115 high school girls representing all sections of the country. — *Edpress News Letter.*

## New York State Plans for a Postwar Education

New York State has worked up a program on postwar education, which covers every phase of education from kindergarten through college. That part dealing with elementary and secondary schools especially is described by the N.E.A. Journal as follows:

"A more liberal formula for extension of state aid to the school districts is recommended in view of the increased costs of education and the extension of its service into the kindergartens, counseling services, and adult education. The increase in state aid under consideration would provide an additional annual distribution of 25 to 30 million dollars, the increase to come gradually over a period of years.

"In elementary and secondary education, the Regents recommend steady progress toward complete centralization of rural education. The state's annual share of construction in this field is estimated at about a million dollars. An extension of school services to include the kindergarten year for all children and perhaps the development of a single administrative unit to cover the nursery school, kindergarten, and primary grades is suggested.

"Strengthening the facilities and expanding the curriculums for training teachers are recommended. This program proposes establishing such a college on Long Island, where there are no facilities for educating elementary teachers. It is also proposed to prepare business subject teachers at this new college. All teachers are to be organized so that in addition to their general program they will have one specialty."

## New Building Plans Available

New, recently prepared plans, with complete blue prints, specifications and bills of materials, for lunchrooms, canneries, and a few small type school buildings are available from the Division of Schoolhouse Planning, State Department of Public Instruction, it is announced by W. F. Credle, Director. In addition, Mr. Credle advises that plans for new room layouts, shops, primary classrooms, science laboratories, libraries and other special rooms are also available.

## New Federal Law Provides for Physical Restoration of the Disabled

Physical restoration of the civilian disabled is now a definite part of the Federal-State program of Vocational Rehabilitation in accordance with the Federal Vocational Rehabilitation Act passed by Congress last year (July 6). To help administer this phase of the North Carolina Vocational Rehabilitation Program, an additional person has been added to the staff of the Division of Vocational Rehabilitation. This person, Mr. James T. Barnes, was formerly with the State Board of Health in charge of the Division of Crippled Children.

Mr. Barnes in a recent statement said that physical restoration will include the following services: (1) Locate and refer physically handicapped persons of an employable age (16 and above) for vocational surveys; (2) Provide diagnostic services of a nature to determine physical disability and to classify as to vocational handicap; (3) Provide medical and surgical treatment and hospital care necessary to remove, correct or modify the disability; (4) Follow the course of physical recovery into industrial placement and physical adequacy on the job; and (5) Engender public interest in the diversity of the problems of the physically disabled and in the solution of these problems, particularly from the physical aspects.

"Physical restoration service, as it affects individuals," Mr. Barnes said further, "will be limited to those determined eligible and feasible. Eligibility will be determined in relation to the four factors of economic need, physical disability, vocational handicap and employable age. Feasibility will be determined as a condition prerequisite to vocational training and employment placement.

"Contracts have been developed with general hospitals for the purchase of hospital care to facilitate the medical and surgical treatments essential in the processes of physical restoration. Considerable cooperating medical personnel has been arranged and procedures developed for the extension of medical and hospital services. The necessary staff to facilitate the follow-up will be developed in the course of extending the program.

"It is the plan of the Division of Rehabilitation not to supplant or overlap other services as are available for the necessary medical, surgical and hospital care of individuals, but rather to coordinate these in relation to the demonstrated needs of individuals with which the program is concerned. The program will seek the full cooperation of all agencies, institutions and services in a manner of mutual interest to the individual, the State and the agency concerned, both public and private."



# New Pamphlet Answers Questions of Those Entering Armed Forces

When must I register for Selective Service?

How shall I know if I will be permitted to finish my school year?

When am I given a physical examination?

How do I get into any particular branch of the Army?

What are the different classes of Navy ratings, according to the branches of the service?

Authoritative answers to these and 371 other often repeated questions about Selective Service, the Army, the Air Forces, the Navy, Coast Guard, Marine Corps, and Merchant Marine are given in "Service in the Armed Forces," a new pamphlet just issued by the U. S. Office of Education, Commissioner of Education John W. Studebaker announced today.

"This is a booklet which should be in the hands of every young man between 17 and 18 years of age," the Commissioner said. In addition to the questions and answers, 60 illustrations, several pages of books for reference on each branch of the service, and an index of subject matter are included.

The test was prepared by Franklin R. Zeran, specialist, Division of Occupational Information and Guidance, assisted by experts in all armed forces branches and the Merchant Marine. Publication of the pamphlet was requested by the National Policy Committee of the High-School Victory Corps to provide a source book of answers to questions coming from high-school youth, guidance officers, and others.

Questions and answers in "Service in the Armed Forces" cover the following subjects:

General Information About the Armed Services: Entering the armed services other than through Selective Service, Selective Service information, induction station, pay and ratings, national service life insurance, Servicemen's Dependents Allowance Act of 1942 as amended, U. S. armed forces institute, Educational Experience Summary Card.

United States Army: Reception Center, replacement training center, Enlisted Reserve Corps of the Army—unassigned, Army specialized training reserve program, Army specialized training program, United States Military Academy.

United States Army Air Forces: civil air patrol cadets, Air Corps Enlisted Reserve, aviation cadets, aviation cadet training, other opportunities in the Army Air Forces.

United States Navy: Recruit training in the Navy, seabees, ship repair units, Navy V-12 program, Navy V-5 program, United States Naval Academy.

United States Coast Guard: Coast Guard recruit training, United States Coast Guard Academy.

United States Marine Corps.

United States Merchant Marine: Maritime Service, United States Merchant Marine Cadet Corps.

Copies of "Service in the Armed

Forces," pamphlet Number 6 in the Victory Corps series, may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for 20 cents.

Many schools and organizations will wish to order copies in bulk. For orders of 100 or more, the Superintendent of Documents grants a 25 percent discount.

## This Rehabilitation Case History Indicates Importance of Continued Client Contact

Oftentimes, it is learned from H. A. Wood, Case Work Supervisor, of the State Rehabilitation Division of the State Department of Public Instruction, a client once approved for training must be closely supervised and guided until he is finally trained and his case is closed. The case described below, taken from the records illustrates the importance of close cooperation of all persons concerned with the rehabilitation of a disabled person.

"Due to client's emotional make-up," the supervisor who had charge of this case stated, "it is doubtful if training would have succeeded anywhere except under Defense Training Class environment."

The following record indicates that more than five years were taken before this case was finally closed:

June 5, 1937:

"I am the guardian of one..... who while quite young suffered the loss of a leg in an automobile accident...."

June 17, 1937:

Application made. Tests given. Results show fair educational foundation. Recommend training specialized agriculture State College September.

September 10, 1937:

Wrote client for information re: Acceptance at State College.

September 14, 1937:

Evaluation profile: prognosis good. Will result in successful rehabilitation if he does not allow his feelings to get hurt too easily.

April 28, 1938:

Not at State College. See at home. November 2, 1938:

Client at home working his farm (bought with money collected from damage suit growing out of accident) and operating corn mill. Stated left "State" after first quarter for lack of funds to pay room and board. I doubt this. Do not believe

he was sufficiently interested. Said he was interested in woodwork. To let me know when he makes up his mind.

June 22, 1939:

Doing nothing much except messing around on his farm. Found him at swimming hole. Unable get any definite information. Will not cooperate. Said he would come to see me in Asheville. Doubt this.

April 11, 1940:

Visited home. Doing nothing. Expressed desire to take training Table Rock Furniture Co., Morganton. Work this out. Now spent all his money collected from damage suit.

June 24, 1940:

Arranged training to begin July after annual furniture style show.

January 21, 1941:

Client in Morganton with relatives. Has not begun training.

October 12, 1941:

Conference re: Radio Training Defense Class.

November 6, 1941:

Began Training Radio Defense Class.

January 12, 1942:

Training progress satisfactory. Needs prodding.

April 13, 1942:

Progress good. Client adjusted.

May 20, 1942:

Progress satisfactory. To be placed Naval Air Station, Norfolk, Va. August 5, 1942:

Client averaging \$32.00 week as radio technician, Naval Air Station, Norfolk, Va.

September 21, 1942:

Case closed rehabilitated.

October 16, 1942:

Now instructor in radio for class of girls, Naval Air Station, Norfolk, Virginia.

## Nearly 700 High Schools Teach Driver Education

Nearly 700 of the 982 white and Negro high schools of the State (681 on February 25) had indicated that they planned to teach driver education this year, it is stated by Ralph J. Andrews, High School Victory Corps Coordinator, who has sponsored this program for the State Department of Public Instruction.

"The school people of North Carolina are to be highly congratulated," Mr. Andrews stated, "for the professional readiness which enables them to interpret and put into practical effect worthy new aspects of education."

"We have shown that, as a whole State, we stand high for our alertness, ability, and willingness in the matter of investigating, initiating, and developing new aspects of education as they present themselves. The students of North Carolina schools and the population as a whole will benefit as a result of this professional effectiveness of our school administrators and teachers. It is a North Carolina characteristic which we are proud of and which we will continue to cultivate."



## Employers Say Physically Impaired Produce As Much As Able-Bodied

Replies received from more than 100 employers, most of whom are large corporations engaged in the manufacture of war materials and equipment and who employ a considerable number of persons with physical impairments, indicate that physical impaired workers produce as much or possibly a little more than the able-bodied workers. More significant, however, as a result of this survey, is the practically unanimous report that the handicapped are dependable, regular in attendance, and careful in the observance of safety regulations.

This view had been held by rehabilitation workers for years, but in order to present more conclusive evidence a number of employers of rehabilitation handicapped workers were invited to report on the general efficiency of this group as compared with able-bodied workers. This comparison was made on the following four bases: (1) Rate of production, (2) rate of absenteeism, (3) rate of turn-over, and (4) frequency rate of accidents.

Of the employers reporting on these points, 99 percent said the handicapped worker sticks to his job as well as or better than the able-bodied worker, and 95 percent reported that their attendance record is as good or better than that of the able-bodied. Only 2 percent of the employers have found their handicapped workers to be more accident-prone than the able-bodied. More than half of the employers reported their handicapped workers to be *definitely better* than the able-bodied in respect to frequency rates for turn-over, absenteeism, and accidents.

The tabulation of replies is given as follows:

Measure of efficiency	Employing establishments reporting	
	Number	Percent
Production of the handicapped:		
Above that of the able-bodied.....	25	23.8
Same as that of the able-bodied.....	69	65.7
Below that of the able-bodied.....	11	10.5
Total employers reporting.....	105	100.0
Absenteeism of the handicapped:		
Less than that of the able-bodied.....	53	54.6
Same as that of the able-bodied.....	39	40.2
Above that of the able-bodied.....	5	5.2
Total employers reporting.....	97	100.0
Labor turn-over of the handicapped:		
Less than that of the able-bodied.....	63	82.9
Same as that of the able-bodied.....	12	15.8
Above that of the able-bodied.....	1	1.3
Total employers reporting.....	76	100.0
Accident rate of the handicapped:		
Lower than for the able-bodied.....	49	56.3
Same as for the able-bodied.....	36	41.4
Higher than for able-bodied.....	2	2.3
Total employers reporting.....	87	100.0

## BOOKS ABOUT NORTH CAROLINA

Listed in the N.C.E.A. LIBRARY BOOK CATALOGUE 1942-43

Author, Title, Publisher, Classification No., Price

### N.C.E.A. Serial No.

- 724 Cobb and Hicks. ANIMAL TALES FROM THE OLD NORTH STATE. Dutton. 398. \$1.50.
- 734 Duncan. BIG ROAD WALKER. Stokes. 398. \$1.62.
- 1465 Quinn. (Il. by Paul S. Johst.) PICTURE MAP GEOGRAPHY OF THE UNITED STATES. Stokes. 917.3. \$2.43.
- 1467 Macdonald. THEN AND NOW IN DIXIE. Ginn. 917.5. 96¢.
- 1474 Melbo. OUR COUNTRY'S NATIONAL PARKS. Vol. 1. Bobbs. 917.8. (p. 134-54). \$1.08.
- 1477 Rolfe. OUR NATIONAL PARKS. Book 1. Sanborn. 917.8. (p 66-103). 97¢.
- 1749 Salisbury. STORY OF OUR UNITED STATES. Little. 973. (p. 125-34). \$1.08.
- 1769 Arnett. STORY OF NORTH CAROLINA. U.N.C. Press. 975.6. 77¢.
- 1770 Connor. MAKERS OF NORTH CAROLINA HISTORY. Alfred Williams. 975.6. 75¢.
- 1771 McCorkle. OLD TIME STORIES OF THE OLD NORTH STATE. Heath. 975.6. 69¢.
- 1772 Newsome and Lefler. GROWTH OF NORTH CAROLINA. World. 975.6. \$1.17.
- 1773 Rowe. DISCOVERING NORTH CAROLINA. U.N.C. Press. 975.6. 68¢.
- H346 Green. TREES OF THE SOUTH. U.N.C. Press. 582. \$1.95.
- H378 Pearson and others. BIRDS OF NORTH CAROLINA. (Rev. and enlarged.) N.C. Dept. of Agriculture. 598.2. \$3.50.
- H740 Green. THE HIGHLAND CALL. U.N.C. Press. 822. \$1.88.
- H741 Green. THE LOST COLONY. U.N.C. Press. 822. 75¢.
- H826 McNeill. SONGS MERRY AND SAD. U.N.C. Press. 821. 75¢.
- H838A Stockard. POEMS. Bynum. 821. \$1.50.
- H877 Walser, ed. NORTH CAROLINA POETRY. Garrett. 821.8. \$2.27.
- H925 Writers' Program of WPA. NORTH CAROLINA; A GUIDE TO THE OLD NORTH STATE. U.N.C. Press. 917.56. \$2.25.
- H1017 Daugherty. DANIEL BOONE. Viking (Jr. Lit. Guild). 921. \$1.88.
- H1020 Colver. THEODOSIA, DAUGHTER OF AARON BURR. Farrar. 921. \$1.69.
- H1084 j Horn. BOY'S LIFE OF ROBERT E. LEE. Harper. 921. \$1.55.
- H1136 s Eaton. LEADER BY DESTINY; GEORGE WASHINGTON, MAN AND PATRIOT. Harcourt. 921. \$2.35.
- H1142 j Charnley. BOYS' LIFE OF THE WRIGHT BROTHERS. Harper. 921. \$1.55.
- H1239 Connor. ANTE-BELLUM BUILDERS OF NORTH CAROLINA. W.C.U.N.C. (Pamphlet.) 975.6. 70¢.
- H1240 Connor. RACE ELEMENTS IN THE WHITE POPULATION OF NORTH CAROLINA. W.C.U.N.C. (Pamphlet.) 975.6. 85¢.
- H1241 Connor. REVOLUTIONARY LEADERS IN NORTH CAROLINA. W.C.U.N.C. (Pamphlet.) 975.6. 70¢.
- H1241A j Cox. LIFE ON AN OLD SOUTHERN PLANTATION. Edwards & Broughton. 975.6. \$1.50.
- H1242 s Lefler. NORTH CAROLINA HISTORY TOLD BY CONTEMPORARIES. U.N.C. Press. 975.6. \$3.27.
- H1297 s Boyd. DRUMS. (Illus. Classics.) Scribner. F. \$1.88.
- H1422 j Govan. CAROLINA CARAVAN. Houghton. F. \$1.58.
- H1426 j Gray. JANE HOPE. Viking (Jr. Lit. Guild). F. \$1.50.
- H1427 j Gray. MEGGY MACINTOSH. Doubleday. F. \$1.50.
- H1472 s Jacobs. RED LANTERNS ON ST. MICHAEL'S. Dutton. F. \$1.88. (Mostly South Carolina).
- H1494 j Key. WITH DANIEL BOONE ON THE CAROLINA TRAIL. Winston (Jr. Lit. Guild). F. \$1.46.
- H1656 Stillman. DRUMS BEAT IN OLD CAROLINA. Winston. F. \$1.46.
- H1699 Worth. THE MIDDLE BUTTON. Doubleday (Jr. Lit. Guild). F. \$1.50.
- H1700 Worth. THEY LOVED TO LAUGH. Doubleday (Jr. Lit. Guild). F. \$1.50.
- H1751 Skidmore. HILL DOCTOR. Doubleday. (Jr. Lit. Guild). F. \$1.50.
- H1752 Skidmore. RIVER RISING! (Physician.) Doubleday (Jr. Lit Guild). F. \$1.50.
- H2182 Sanchez. STORIES OF THE STATES; TALES OF EARLY EXPLORATION AND SETTLEMENT. Crowell. 973. \$1.97.
- H2236 Knox. GRAY CAP. Doubleday. F. \$1.50.
- Allen. STORY OF OUR STATE. 1942. 975.6. \$1.00.
- Simply written history with attention given to outstanding incidents in early development.
- Daniels. A SOUTHERNER DISCOVERS THE SOUTH. Macmillan. 1938. 917.5. \$3.00.
- Description and travel in the southeastern states, including the industrial belt of North Carolina. For the teacher.



Daniels. **TAR HEELS.** Dodd, Mead. 1941. 975.6. \$3.00.  
Economic, social, and political life of contemporary North Carolina. Background reading for the teacher.

Goerch. **DOWN HOME.** 1943. Edwards & Broughton. 975.6. \$3.50.  
Personalities and places in North Carolina. Many articles appeared in State Magazine.

Hill. **YOUNG PEOPLE'S HISTORY OF NORTH CAROLINA.** Alfred Williams. 1916. 975.6. 70¢.  
State-adopted textbook formerly used in sixth grade. Available in practically all school systems.

Hyman and Marks. **NORTH CAROLINA GEOGRAPHY.** (A supplement to SOUTHERN LANDS, the State-adopted seventh grade geography text. Silver. 1929. 17¢.) Helpful reference; available in all schools.

Kelly and Baskerville. **THE STORY OF CONSERVATION IN NORTH CAROLINA.** 1941. 975.6. Free copies have been furnished schools; additional copies not available. Description of the natural resources of the State and ways of conserving and utilizing them wisely.

Mullen. **FACT TO KNOW: NORTH CAROLINA.** Lincolnton. Mullen Feature Syndicate. 1937. 975.6. To schools, \$1.00 each, or 80¢ in quantity. Paper. Questions and answers on North Carolina. Most schools own copies.

**NATIONAL GEOGRAPHIC MAGAZINE.** "Tarheelia on Parade." Vol. LXXX, No. 2. (August 1941.) National Geographic Society. 50¢. A very good 44-page article on contemporary North Carolina; 45 excellent photographs, 21 in natural color, and modern map.

**THE STATE.** Weekly. Raleigh. Special rate to schools, \$2.50. Current news of happenings in North Carolina and many feature articles on the history, geography, etc., of the State.

Warren. **NORTH CAROLINA, YESTERDAY AND TODAY.** 1942. 975.6. 55¢.  
State-adopted textbook for fifth grade.

Encyclopedias contain pages on North Carolina usually with maps, pictures, and tables.

## School Board Association Annual Meeting Postponed

The annual meeting of the State School Board Association, which is usually held in April, has been postponed to Thursday, July 27, 1944, it is announced by Thos. E. Powell, Jr., President, and G. B. Phillips, Executive Secretary, in a recent joint letter to superintendents and chairmen of school boards.

This date is tentative, the letter states, depending upon transportation developments, but this time is chosen because it is in the period which has been designated for the Special Administrators Conference and Institute and when a number of administrators will already be on the University Campus, where the meeting is to be held.

At this meeting a number of problems demanding the attention of school boards and superintendents will be discussed. With the letter sent out by Messrs. Powell and Phillips is a list of topics upon which the opinion of these school people is requested for consideration at this annual meeting. Among these topics are the following: (1) Supply of qualified teachers, (2) teacher security, (3) school attendance problems, (4) construction of new buildings, (5) quality of instruction, (6) local participation in the school program, (7) consolidation and transportation, (8) use of school property, (9) curriculum, (10) per pupil costs of education, (11) Federal aid, (12) local and State Board relationships, and (13) the question of acceleration or stream-lined education.

## Teacher Artist Paints Pictures for Classrooms

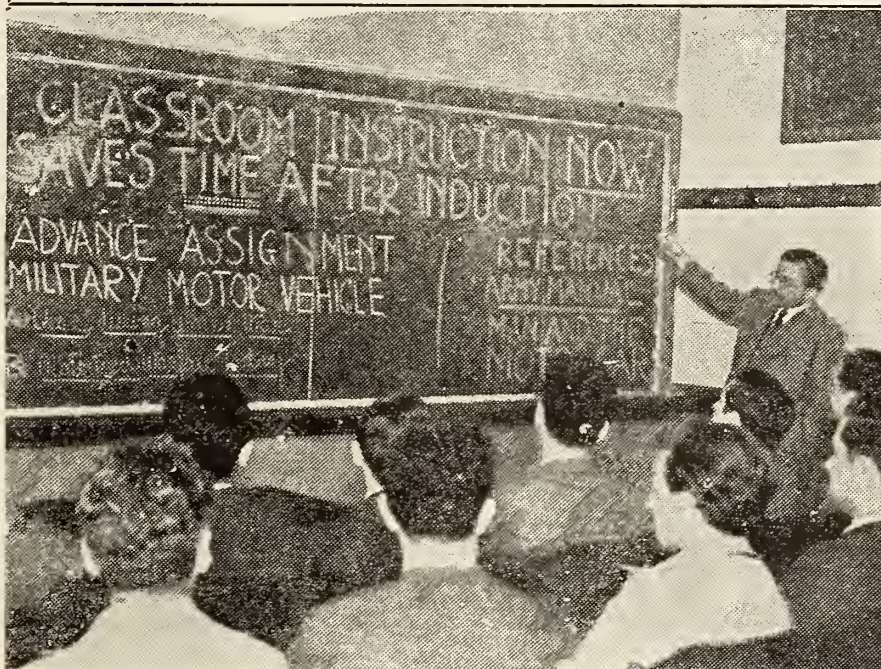
Miss Dora Anderson, second grade teacher in the Gamewell School, Caldwell County, has performed a service to her school beyond her duties as a teacher. Miss Anderson, it is learned, is an artist as well as a teacher, and in order to add to the attractiveness of a recently erected

building to house the high school department instituted this year, she painted a picture for each classroom in this new building. Most of these pictures, painted by Miss Anderson, represent outdoor scenes—one having been done in pastels, the others being oil paintings.

## Teachers Should Help Youth To Understand Social Security Program

Teachers and school administrators may help develop a better understanding of social security and its role in our democracy by providing youth with the information about the Social Security Program as a part of their classroom activities and as they enter employment. Teachers and principals confronted with questions affecting youth covered by the Social Security Act, or in need of suggestions as to the presentation of the program to their classes, will find that a recent article entitled "Helping Youth To Understand The Social Security Program," printed in the Nov. 1, 1943, issue of *Education for Victory*, U. S. Office of Education, contains the essential information necessary for giving youth a clear understanding of this matter. A reprint of this article may be obtained from any one of the field offices of the Social Security Board, which are located in the following 13 North Carolina cities: Asheville Charlotte, Durham, Fayetteville, Gastonia, Greensboro, Hickory, High Point, Raleigh, Rocky Mount, Salisbury, Wilmington, and Winston-Salem.

## State Pre-Induction High School Driver Education



A typical high school classroom session of the Pre-Induction Driver Education Course recommended by the Army and urged by State authorities in pre-induction training of military motor vehicle operators. High schools throughout the State are now setting up these courses, which will save the Army vitally needed time and hasten victory.



# LAWS, RULINGS, AND OPINIONS

## Vocational Agriculture; Canneries; Housing; Capital Outlay

*In Reply to Inquiry:* I have your letter of February 23, in which you write me as follows:

"As a part of the war emergency training program in the field of agriculture, the Federal Government has made available substantial sums of money for the purchase of canning equipment for canneries to be a part of our vocational agriculture equipment. The program is a very urgent one and involves a definite tie-up with our agricultural educational program. I am, therefore, submitting to you the following question:

"If a cannery is a part of the vocational equipment in a duly established vocational program in a public school, and if the use of such canning equipment becomes a part of the vocational training of the students involved, both in the regular day school and in our part-time and evening classroom work, upon my certification that such instruction is a part of the program for the constitutional six-months school term, would boards of commissioners be authorized and empowered to provide the funds necessary for the housing of this equipment as they now provide funds for the housing of other educational activities in a public school?"

The School Machinery Act, Section 9, provides that the tax levying authorities in any county administrative unit, with the approval of the State Board of Education, may levy taxes to provide necessary funds for teaching vocational agriculture and home economics and trades and industrial vocational subjects supported in part from Federal vocational educational funds.

When a cannery is used as part of the vocational equipment in a duly established vocational program in the public schools, I am of the opinion that the tax levying authority for the administrative unit would have the authority to provide for the capital outlay necessary for housing this equipment, in the same manner and to the same extent that it could provide for capital outlay for other buildings necessary for the constitutional six months school term. The use of this equipment would be as much a part of the school program as any other school activity when it has been adopted in a manner provided by statute.—Attorney General, February 25, 1944.

## Mentally Defective Pupils; Dismissal

*In Reply to Inquiry:* Receipt is acknowledged of your letter of January 24 enclosing letter from Superintendent ..... of the ..... City

Schools, in which he desires to know the proper course to pursue in handling a child who is attending the public schools but, in the opinion of the school authorities, is mentally defective.

Section 115-303 of the General Statutes of North Carolina (C.S. 5758), which is a portion of the compulsory attendance law, provides that in the case of feeble minded children, the teacher shall designate the same in her reports to the county superintendent of public welfare and that it shall be his duty to report all such cases to the State Board of Charities and Public Welfare, whereupon said Board shall make or cause to be made an examination to ascertain the mental incapacity of the child and report the same to the county or city superintendent involved. Upon receipt of this report the local school authorities are authorized, under such limitations and rules as the State Board of Education may adopt, to exclude such child from the public school, when it is ascertained that the child cannot benefit by said instruction and his presence becomes a source of disturbance to the rest of the children. It is further provided that in all such cases in which a child is excluded from school, a complete record of the whole transaction shall be filed in the office of the county or city superintendent and kept as a public record.

It appears to me that if the principal and teacher are of the opinion that a child is feeble minded to such an extent as to make it impossible for such child to profit by the instruction given in the school, the course outlined in the section above referred to should be followed.

I also refer you to Section 115-145 of the General Statutes of North Carolina (C.S. 5563) which provides:

"A teacher in a school having no principal, or the principal of a school, shall have authority to suspend any pupil who wilfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school. But every suspension for cause shall be reported at once to the attendance officer who shall investigate the cause and shall deal with the offender in accordance with rules governing the attendance of children in school."

Of course, this section would not be applicable to a case in which the sole complaint was the fact that the child was feeble minded and unable to benefit from the instruction given in the school.—Attorney General, January 26, 1944.

## Deeds; Estates; Forfeitures; Conditions Subsequent

*In Reply to Inquiry:* I acknowledge receipt of your letter enclosing a letter from Superintendent ....., Superintendent of Schools of ..... County, in which he sets out that a deed held by the County School Board contains the following provision at the end of the description:

"To have and to hold the aforesaid tract or parcel of land, and all privileges and appurtenances there-to belonging, to said County Board of Education and their successors in office, to their only use and behoof FOR EDUCATIONAL PURPOSES ONLY."

Superintendent ..... states that there is a building upon the property which is no longer needed for school purposes, which the Board would like to sell, and inquires as to whether or not, in view of the quoted provision in the deed, sale of the building might be legally made.

Since the condition set forth in the deed in question does not constitute a condition subsequent with a clause of reverter and does not arise by clear implication, I am of the opinion that the Board of Education of ..... County may dispose of the property in question.

I base my opinion upon the holding of our Court in the Case of HALL v. QUINN, 190 N. C. 325. In this case a deed executed to the trustees of the James Sprunt Institute contained the following language:

"To be used for the purpose of education, and for no other purposes."

It will be noted that the language contained in that deed is far more favorable to the plaintiff than that contained in the ..... County deed, yet our Court held that the deed conveyed to the trustees an estate in fee, holding:

"A clause in a deed will not be construed as a condition subsequent unless it expresses in apt and appropriate language the intention of the parties to this effect and a mere statement of the purpose for which the property is to be used is not sufficient to create such a condition."

See also the case of SHIELDS v. HARRIS, 190 N. C. 520, in which the Court upheld a deed containing the following language:

"In trust that they shall appropriate and set apart said piece or parcel of land as a burying ground for the use of the ..... church, and further, that the said ..... shall have the full and free privilege of interring in said grave-yard all his relations and such other as he may think proper."—Attorney General, February 18, 1944.



## N. C. Schools Purchase \$4,606,375.98 Bonds and Stamps in the JEEP CAMPAIGN

The schools of North Carolina purchased a total of \$4,606,375.98 worth of war bonds and stamps during the fall months of the JEEP CAMPAIGN, it is announced by Mrs. J. S. Blair, State Chairman of the Education Division, War Finance Committee.

Mrs. Blair stated that the War Finance Office, Greensboro, had issued to North Carolina schools the following awards:

2,200 Jeep Awards  
376 Triple Threat Awards  
719 Junior Triple-Threat awards  
674 Miscellaneous Awards

Mrs. Blair further stated that "Although the BUY-A-PLANE Campaign is in progress now, *Jeeps may be purchased throughout the year by any school.*

"Many schools are now sponsoring the purchase of planes: PT-19B 'Cornell' Training Plane at \$15,000; P-51 Mustang Pursuit Plane at \$75,000; C-47 Douglas Ambulance Plane at \$110,000; B-25 Mitchell Medium Bomber at \$175,000; B-24 Liberator Heavy Bomber at \$300,000; and B-17 Flying Fortress at \$450,000."

## Art Convention Meets April 13-15

The 34th Annual Convention of the Eastern Arts Association will be held on April 13-15 at the Hotel Pennsylvania, New York City. The theme of the convention as announced by Vincent A. Roy, Secretary, is "Tomorrow's Challenge to Art Education." Some of the topics to be discussed are: "World Understanding Fostered by Art," "The National Outlook for Art Education," "An Arts Center in Every Community," "Films and Slides for Your Use and Enjoyment," "School Arts as a Means of Personal Achievement," and "Tomorrow's Blueprint for Art Education."

## More New Superintendents

The following new superintendents have been elected to fill vacancies caused by resignations or transfer to other positions:

**Elizabeth City.** J. G. McCracken, the high school principal, was made acting superintendent, filling the position vacated by Paul A. Reid, who was appointed acting Comptroller for the State Board.

**Wayne County.** R. S. Proctor, superintendent of Davie County, was elected to succeed J. W. Wilson, who succeeded John C. Lockhart as superintendent of the Mecklenburg County administrative unit.

**Davie County.** Charles C. Erwin, Principal of the Cool Springs, Forest City, takes the place of R. S. Proctor, as superintendent of Davie County.

# TAR HEEL EDUCATORS

George Tayloe Winston

*By Beth Crabtree of the State Department of Archives and History*

On February 1, 1871, the University of North Carolina was formally closed, ending a period of poverty and partisan control which it had inherited from the defeat of the Confederacy. Four years later the State legislature appointed a board of trustees, provided financial support, and brought the University once again into active existence. Among the members of the newly appointed faculty was a former student, George Tayloe Winston.

The son of Patrick Henry Winston and Martha Elizabeth Winston, George Tayloe Winston was born in Windsor, Bertie County, on October 12, 1852. After finishing the Horner School in Oxford he entered the University in 1868 and remained there until its suspension. Young Winston then entered the United States Naval Academy where he was an outstanding student. He decided against a naval career, however, and left the Academy to enter Cornell University. During his senior year he tutored Latin and English and upon graduating, in 1874, became assistant professor of mathematics. The following year, when the University of North Carolina reopened, he left Cornell to become adjunct professor of Latin and German at the newly reorganized institution.

By 1876 Winston had become a full professor and in cooperation with Ralph H. Graves, a former classmate and fellow teacher, he was active in reconstructing the University along more progressive lines. In the years that followed he continued his wholehearted support of all constructive movements. He was instrumental in persuading the Philanthropic and Dialectic Societies to combine their libraries with that of the University, thus encouraging the setting up of a library fund and the appointment of a permanent librarian. He was also prominent in the organization of a summer school for teachers, one of the first of its kind in the country.

In 1891, after sixteen years of teaching, Winston was unanimously elected to succeed Kemp Plummer Battle as president of the University. Soon after taking office, he was faced with the problem of defending the University against the attacks of its opponents—those who desired to remove the State from the field of higher education. Complaints were voiced at State taxation of the public for the support of an institution that competed with the denominational colleges which they also financed. Opposition reached a climax in the proposal of a bill by Dr. John B. Shearer of Davidson College, which would have led to the eventual dissolution of all undergraduate classes at the University, allowing it to conduct only postgraduate and professional courses. The General Assembly of 1893 invited both sides to appear before a joint committee to present their views. Winston's able defense resulted in the dismissal of the bill and in an increased appropriation for the University. Under his leadership the institution expanded greatly: its income was doubled, the student body trebled, the number of free scholarships was increased, and Commons Hall was equipped to provide board at cost to impecunious students.

Winston left North Carolina, in 1896, to become president of the University of Texas. He was similarly successful there, but remained only three years as the climate proved injurious to his health. In 1899 he returned to his native State to assume the presidency of the Agricultural and Mechanical College in Raleigh, which had been established only ten years before. President Winston proved his versatility by administering the technical college with as much success as he had enjoyed as head of the two literary institutions. The years of labor impaired his health, however, and he was accordingly granted a leave of absence, in 1907, to study and travel in Europe. While he was abroad the Carnegie Foundation for the Advancement of Education granted him, in recognition of his service in the South and in North Carolina particularly, an annuity for life. The following year he accepted the grant and retired. His last years were spent with his son in Chapel Hill; he died in Durham, August 25, 1932.

President Winston, as a popular speaker and a capable organizer, was always active in the promotion of education in the State. His greatest contribution, however, was his championship of State aid to higher education and the expansion of both the literary and technical institutions which were later to be united as parts of the Greater University of North Carolina.

NOTE: In the article, "Tar Heel Educators: Thomas Jordan Jarvis," *North Carolina Public School Bulletin*, Vol. VIII, no. 7, p. 14 (March, 1944), it was stated that Jarvis persuaded Matt. W. Ransom to break the deadlock in the Democratic State convention of 1875. This was an error, for the man who broke the deadlock was Edward Ransom, of Tyrrell County.



## From the Past

### 5 Years Ago

"Adult students, known as WPA Community Singers, broadcast weekly over radio station WBT, Charlotte, WPTF, Raleigh, and WDNC, Durham.

"The Carolina Institute of International Relations, which is under the joint auspices of the American Friends Service Committee and the University of North Carolina, will be held this year from June 26 to July 5 at Chapel Hill.

"State contracts for furnishing athletic and physical education equipment to the public schools have been made recently by the Division of Purchase and Contract.

"Thirty-two departments of the vocational program of home economics were approved for 1938-39 in white schools.

"A High School Girls' Physical Education Association was organized at the annual meeting of the North Carolina Education Association held in Raleigh, March 23, 24 and 25, this year."—*Public School Bulletin*, April, 1939.

### 30 Years Ago

"The total available school fund for the year ending June 30, 1914, was \$6,119,602.72.

"In 1914 the total value of school property of the State was \$9,078,703.27.

"During the biennial period 190 local tax districts have been established by voluntary vote of the people in rural communities and small towns, an average of nearly two districts per week for each week in the two school years.

"As a result of the operation of the Compulsory Attendance Law and the law setting aside five cents of the total State tax levy on every hundred dollars of property for the creation of the State Equalizing School Fund for the lengthening of the school term in every school district exclusive of all local taxation to a minimum of six months or as near thereto as said Equalizing Fund will provide, requiring all counties to provide first out of their own school funds a minimum school term in each district of at least four months and to levy a special tax to a maximum of 15 cents on the hundred dollars for the purpose whenever necessary in order to participate in this fund, there has been an unprecedented increase of 11.6 per cent in the average daily attendance and a lengthening of the school term to a minimum of 103.3 days or five months and nearly a week in every public school district in North Carolina and to an average public school term of 122 days for the entire State."—*Biennial Report Superintendent Public Instruction, 1912-13, 1913-14*.

## INSPIRATION

"Milton, the blind, who looked on Paradise,  
Beethoven, the deaf, who heard vast harmonies,  
Byron, the lame, who climbed toward Alpine skies,  
Who pleads a handicap, remember these?"

\* \* \*

"O MY SOUL! HOW OFTEN WE, WITH THE SHINING SWORD OF FORTUNE AND HAPPINESS STILL IN OUR HANDS, TEMPTED FOR ALL OF THAT TO BE LAGGARD AND COWARDLY, LIFT UP OUR EYES TO SEE SOME MAN WHO HAS LOST HIS SWORD — FIGHTING WITH THE SCABBARD . . . UNDAUNTED, HIGH-SPIRITED, UNAFRAID . . . UNTIL WE GRASP OUR BLADES AFRESH AND HEW AHEAD! . . . THERE IS NO ESTIMATION OF THE SPIRITUAL STIMULUS THAT COMES INTO HUMAN LIFE FROM HANDICAPED PEOPLE WHO HAVE FOUND GRACE SUFFICIENT FOR THEM."

## NCEA Members Vote "Increased Salaries" as Most Important Next Step

From a recent poll as to the rank of 11 educational items in the order of their importance, members of the North Carolina Education from 94 units reporting voted first place to "increased salaries," according to Supt. W. S. Hamilton, Chairman of the NCEA Legislative Committee. The term "increased salaries" as indicated on the ballot is "The War Bonus to be made a permanent salary increase. An additional salary increase comparable to the increased costs of living and taxation."

Second place in this voting by the members of the NCEA from these 94 units, it is reported by Supt. Hamilton, went to "Teaching Load," which is defined as "The reduction of the present teaching load standard to a more satisfactory ratio."

"Compulsory Attendance: The extension of the compulsory attendance law from 14 to 16 years of age and adequate provision made for its enforcement" was given third place in this vote.

The remaining items upon which the vote was taken were placed as follows in the order of their importance:

Fourth—Handicapped children.

Fifth—General school fund.

Sixth—Vocational education.

Seventh—Health and Physical education.

Eighth—Continuing contract.

Ninth—Principals pay period.

Tenth—Cooperative supervision.

Eleventh—Free textbooks for the eighth grade.

## From the Press

*Clinton.* The importance of parents paying close attention to the school report cards of their children was stressed by the local school authorities in a meeting held last week (Feb. 21-26) at which all members of the local faculties were present.

*Guilford.* Thomas R. Foust, Superintendent of Guilford County Schools, said today that the State Board of Education has formerly approved the erection of buildings to house community canning projects in the Sumner and Alamance communities and that application has been filed for approval of the War Production Board.

*Transylvania.* Plans are under way here for the establishment of a community cannery in Brevard this spring, under the sponsorship of the vocational agriculture department of Brevard High School and Rosman High School, operating with funds provided by the vocational agriculture department of the Federal Government.

*Wake.* "It is gratifying to see that the educational forces of Wake County have taken steps in connection with the public schools to do a large part in the home food program. Provision at the schools for canning is both a peace and war contribution to food for home and for the armed forces."—Editorial, *The News & Observer*, Mar. 8, 1944.

*High Point.* "Dr. W. J. McAnally's proposal that gardening be taught in the High Point public schools makes sense—lots of it.

"It would benefit the pupils—both mentally and physically. It would benefit the town and—despite the difficulties of finding the teachers and, perhaps, the time—it would benefit the schools." Editorial, *Enterprise*, March 9, 1944.

*Guilford — Greensboro — High Point.* Dr. Roy L. Harmon, school building specialist from the Office of Education in Washington, and W. F. Credle, director of the school planning program for the State, met with Superintendents Thomas R. Foust, of the county system, B. L. Smith, of the city schools, and Charles Carroll, of the High Point schools, at 1:30 p.m. today (March 9) in the administration building to review recommendations and draft additional plans for the five-year school improvement program to get under way in the county immediately following the lifting of the building ban.

*Robeson.* Pre-induction driver education courses have been incorporated into the curricula of eight high schools of Robeson County, according to Supt. C. L. Green.

*Winston-Salem.* Plans for closer co-operation between schools and social agencies in solving mutual problems were outlined at a meeting of the Family and Child Welfare Division of the Community Council yesterday (Mar. 20).



Cp 370.5

N.C.

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Volume VIII

May, 1944

Number 9



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A TEACHER IN THE MAKING

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ISSUED BY THE  
STATE DEPARTMENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



## In This Issue

	Page
Superintendent's Letter	2
Calendar for May	2
Cover Picture	2
Editorial Comment	3
U. S. Commissioner Says Teaching Profession Must be Strengthened	4
Allotment of Teachers and State Funds to be Made Earlier, Says Reid	4
Number Teachers Institutes Reduced 60 Years Ago By Pay Cut of Supts.	4
Supt. Erwin Asks for Cooperation of School Supts. in Russian War Relief Campaign	4
King School Gives Music Festival	4
Manual Proves Helpful to Currutuck Teachers	5
Teachers Have Continuous Contracts	5
Penn. State Reading Conference Postponed	5
Teachers Should Help Develop Children's Bodies	5
Institute of International Relations to be Held June 15-22 at Woman's College	5
Plan Made for School Clerical Assistants	5
The Paper Crisis	6
Peabody to Hold Conference on Post War Education	6
State Board Approves Oil Prospecting on State Lands	6
Children Should Buy Bonds and Stamps During Summer	6
Rockingham Schools Produce N. C. Pageant	6
Fortune's Women—Will They Be Teachers?	7
Teacher Qualifications Listed	7
Community Arts and Crafts Become Part of Curriculum	7
Teachers For Our Times (box)	7
State School Facts	8-9
History of State System of Teacher Certification Traced	10
America's Financial Problems (box)	10
Modifications Made in Certificate Regulations	10
Greensboro Supt. Writes for the Nation's Schools	10
N. C. Schools Receive National Recognition	11
Camden Supt. Has Unique Job Combination Plan	11
Elementary Teachers Decrease; High School Teachers Increase	11
Pocket Manual of N. C. Trees is Re-issued	11
Committee Adopts Program in Study of Negro Education	11
NEA Announces Publication of Pioneer American Educators	12
Child Feeding Program Shows Gradual Growth	12
Spanish Language Institute to be Held in Mexico City	12
Educational Planning Commission Makes Preliminary Report	12
Teachers' Salaries Have Increased; So Has Their Average Training	13
Superintendent Erwin Receives Honors	13
Teachers Leave Profession	13
Estimated Percent of Teachers Paid Less than \$600 and Less than \$1200 in 1943-44 (Chart)	13
Laws, Rulings, and Opinions	14
New Bulletin on Compulsory School Attendance Mailed	15
Badin Pupils Practice Cleanliness	15
Tar Heel Educators	15
From the Past	16
Our Schools Must Go On (box)	16
Methods for Filling Teaching Positions	16
From the Press	16

## STATE OF NORTH CAROLINA STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RALEIGH

May 1, 1944

### To Superintendents, Principals and Teachers:

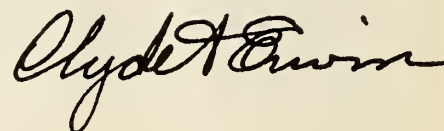
*Within the past two decades the professional stature of the typical North Carolina teacher has grown from that of the poorly paid person having slightly more than a high school education to a better paid but more mature almost college graduate. This is a record in which the State should take considerable pride.*

*Although salaries paid teachers have not kept pace with wages in other occupations, the long-time conditions surrounding the profession make it a desirable and sought after career for many people. Teaching is one of the most important of all governmental services. It is just as important during war as in times of peace. It has an indispensable place, not only in the training of men and women in the Armed Forces and for the war industries; it must provide the necessary instruction for those workers on the home front and for those young citizens who fill the places of those who pass on.*

*The work of the teacher is just as essential to the preservation of our country as the soldier on the battlefield. Maybe not as apparent and immediate as the services of the soldier now appear to be. But in the preservation of our ideas, attitudes and actions in this democracy, the teacher is all-important. It is the teacher, to a very large extent, who determines the destiny of the State and Nation in passing on to the next generation the accumulated wisdom and knowledge of the human race.*

*I make these statements sincerely. I hope that the REAL teachers of North Carolina, those who can and love to teach, will continue to render that service to our children which is considered their highest obligation during this time of stress. The PROFESSIONAL teacher, I believe, will place this service above the pay he gets for it.*

Very truly yours,



State Superintendent of Public Instruction

### Calendar for May

- 1—May Day
- 7-14—National Music Week and Religious Book Week
- 10—Confederate Memorial Day
- 14—Mothers Day
- 20—Mecklenburg Declaration of Independence Day
- 21—Citizenship Recognition Day

### Cover Picture

This picture shows a college student and a group of first grade children engaged in making apple jelly. The student is fulfilling a part of the requirements in a course in supervised student teaching, which under the North Carolina Rules for Certification requires that 30 hours of a 3 S. H. course be devoted to work with children in classroom situations. The learning possibilities in an activity of this kind are many in their relationship to the various school subjects, such as reading, spelling, writing, number work, health, art and citizenship.



## North Carolina Public School Bulletin

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L. H. JOBE, *Director Division of Publications, Editor*

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## Editorial Comment

### Teachers

In this number we are featuring the public school teachers — their training, qualifications, salaries paid, etc.

When the State salary schedule was adopted in 1921, the white teacher who graduated from college, there were only 2,400 in this group then, received \$100 per month for her first year's employment. As she accumulated experience this amount was increased until it reached \$133.33 a month for a teacher having four years experience.

Under the present State schedule the beginning white teacher who has completed college receives \$96 a month, which sum increases until it reaches \$133 a month when that teacher has nine years of experience. There are 17,000 teachers and principals in this group today. Furthermore, twenty years ago many teachers received supplements from local taxes above the State schedule, whereas today except in the few city units, where taxes have been voted, no teacher receives a salary in excess of the State salary schedule.

And this is all said in praise of the teachers of our public schools. In spite of the fact that salaries have been low, these patriotic citizens have continued to prepare for this important profession. Although the average salary of a teacher appears to be considerably higher than it was 20 years ago, as a matter of fact they are not as high. Admittedly, they are some higher than the average in 1933-34. But taking into consideration the type of training the teacher of today has, their salaries are entirely too low. In order to retain the professional teacher, therefore, that we now have, and at the same time attract and develop the talents of desirable new teachers, the salaries of teachers should be further increased.

### The Selection of Teachers

Never in the history of the State and Nation will there be a greater need for good teachers than after the war. True, good teachers are needed today. And the State has a number in that class. But many of the best teachers have gone into the armed services and into key positions in industry and government. There has resulted, therefore, not only a shortage of good teachers, but a shortage of teachers.

It is to the best interests of the schools, today's school children, and the future welfare of the State that we not only keep the profession of teaching on its present high standard but that we make an effort by proper selection of recruits to the profession to improve that standard. Principals, teachers and counselors can help in this matter by suggesting the teaching profession as a career to promising and capable young people. Too long we have let the profession be recruited from the drifters, those who have used the profession as a stepping stone to some other profession or as an interim occupation prior to marriage. The future recruits to the profession should be chosen from those who have superior intelligence, those who have good personality traits, character, those who have good health, and those who enjoy working with children and young people.

The teacher of the future is going to be more important than she has ever been, and the qualified teacher will always be in demand both now and after the war. If we are to continue to make progress in our civilization and at the same time avoid another war, we must have teachers with intelligence and vision and character. Many of our teachers of tomorrow are now in our high schools. We as educators have the first choice in selecting those teachers. Let's pick the best, and thereby further raise the level of the profession to the end that the next generation will be better citizens of this commonwealth.

### "The Dynamics of Disaster"

Recently there appeared an article under the above title by Dr. Edgar Dale, editor, in the January number of *The News Letter*, published by the Bureau of Educational Research, Ohio State University, that should be read by every educator. The article is too long to be reproduced here, but we are with the permission of Dr. Dale giving a few excerpts here as a part of our editorial comment.

In the beginning Dr. Dale points out the "loose talk going around about the wonderful developments after the war, and the optimism that prevails in this country. Yet before we become too optimistic," Editor Dale says "about what will be done after the war, let us face some hard facts. The industrial principles and inventions involved in our bountiful productions are not new. They have long been available. For example, we have for years had suffi-

cient brick, wood, and steel to build a decent schoolhouse in every community in America. We have had the architectural brains to plan them and the skilled workmen to erect them. Yet even today, 1944, in some of our large cities as many as one-third of the children are taught in ugly, barnlike structures, built more than fifty years ago, whose only resemblance to an educational institution is purely coincidental.

"Remember, too, that the armed services did not invent the educational techniques which they are now using so capably. They merely put into practice some advanced educational techniques which the public schools generally had failed to use. Indeed, most of the specialists now producing and utilizing audio-visual materials for the armed services were recruited from the schools and colleges which had inaugurated and developed such programs."

"We realize now that the war hasn't solved the conditions which nurture war. It only provides the chance to do something about them — an eleven-hour reprieve. The problem still must be faced.

"The next ten years are going to be very uncomfortable ones. The disasters that are ahead of us are no smaller than those behind us, and here are some of these disasters which we must avoid in the future:

"(1) The disaster of assuming the superiority of the white race . . .

"(2) The disaster of thinking in terms of economic scarcity instead of abundance . . .

"(3) The disaster of failing to safeguard our material resources . . .

"(4) The disaster of passivity. Our great war production has given us an illusory sense of unlimited and comparatively effortless progress . . .

"(5) The disaster of ignorance . . . The average adult has seventh-grade reading ability . . .

"(6) The disaster of loneliness . . .

"Today the world is on the march. But the world can get tired and sit down, too. And the world can go down the wrong road. The schools, organized as an integral part of community life, can play a big part in routing impending disaster. But will they?

"Only the best is good enough for our children and young people. If we can produce the best for killing, why can't we produce the best for living? . . .

Editor Dale closes with a quotation from Ezequiel Padilla, Mexico's minister of foreign affairs, who said: "The symbol of our international life should not be Lot's wife, turned into a pillar of salt for looking back at the flames of a dead city, but Pallas Athena, goddess of Democracy, facing danger and in whose bright lance hurled at the sun is found the call to liberty."



# U. S. Commissioner Says Teaching Profession Must Be Strengthened

Commissioner John W. Studebaker, in a recent address which he delivered at the sectional meetings of the American Association of School Administrators held in Atlanta, New York, and Kansas City, stated that the profession of teaching must be strengthened in the post-war years, "if we are to secure for organized education the recognition it deserves, the public esteem it merits and the public support it must have to do its full part in safe guarding intellectual foundations in America."

"During the emergency," Commissioner Studebaker stated, "we have had to lower professional standards which laboriously and slowly had been built up during the last two or three decades. Those standards must be restored in every State and even raised still higher in many States."

"Two items especially will enter into a bill of particulars at this point: (1) The financial rewards of teaching must be sufficient to attract young men and women of talent—and to assure them that, although they will hardly become rich from teaching, they can at least be assured of a comfortable standard of living with a margin to enable them to continue to improve themselves in service, to broaden their interests, to refresh themselves for the indispensable task which is theirs. (2) We must continue to improve the quality of candidates for training as teachers. We must work out curricula calculated to develop the broad cultural background as well as the technical competence needed by the professional worker in education so that the term "teacher" shall have the same prestige which now attaches to the term "physician" or "engineer."

"If educators are to do their part in safeguarding intellectual foundations in America, they must merit and they must have the confidence of the people. That means in my judgment that while they must be independent of the various special interest groups of our society they must at the same time maintain the closest and most sympathetic relations with all groups. They must be powerfully and democratically organized so they may defend the uniqueness of the educational function in a democracy in guiding learners in their search for truth."

## Allotment of Teachers and State Funds to be Made Earlier, Says Reid

The allotment of teachers to be paid from State funds as well as the funds for operating the public schools for the nine months term provided by law will be made earlier this year, if the State Board follows the plan recommended by Paul A. Reid, Comptroller for the Board.

Under the law the allotment of teachers is based upon the "average daily attendance figures of the continuous six months period of the preceding year during which continuous six months period the average daily attendance was highest." If this requirement is followed to the letter, Mr. Reid stated, then the allotment of teachers would have to wait until all schools closed. Under Comptroller Reid's plan, which he has discussed with the Attorney General, the Board could allot teachers initially on the basis of the first six months of the nine months, which in the majority of cases will be the highest, and make such adjustments as may be necessary where it is found after all schools have closed that another six months period permits the allotment of more teachers.

"I am of the opinion that this is a workable plan," Mr. Reid stated, "and that the Board will approve it." "I think also," he stated "that the allotments for the purchase of coal and for other purposes where such earlier allotments may be advantageous can be made this year earlier than usual."

## Number Teachers Institutes Reduced 60 Years Ago By Pay Cut of Supts.

As a result of "the action of the Legislature of 1883, reducing the pay of County Superintendents and restricting their duties to a narrow sphere, the number of Institutes held and the number of teachers attending has been greatly reduced," Supt. John C. Scarborough stated in his Biennial Report for the school years of 1883 and 1884.

In his Report of the preceding biennium, Supt. Scarborough had reported that 40 of the 96 counties then existing had held teachers' institutes, 56 for white teachers and 25 for Negroes. In 1884 his Report disclosed that only 31 counties held these institutes, 30 white and 25 Negro. "The efficiency of those held," Supt. Scarborough stated, "has been very materially lessened. This is to be greatly deplored by all friends of the Public Schools in as much as the great mass of our Public School Teachers, in straightened circumstances and with very poor salaries, cannot attend the Normal Schools at a long distance from them and are consequently largely dependent upon the County Institutes for practical aid in preparation for their work on improved methods."

Teachers' institutes were authorized by the school law of 1881, sec-

tion 39, which provided that "the county board of education of any county may appropriate an amount not exceeding one hundred dollars out of the school funds of the county for the purpose of conducting one or more teachers' institutes for said county." Under this law, where institutes were provided the teachers were required to attend. The institute, in accordance with the law, "shall be under the supervision of the county superintendent of public instruction."

Supt. Scarborough's Report shows that 1,541 teachers, 980 white and 561 Negro, attended the 55 institutes held in 1884.

## Supt. Erwin Asks For Cooperation of School Supts. in Russian War Relief Campaign

In a recent letter "To county and city superintendents," State Superintendent of Public Instruction Clyde A. Erwin asked for their active cooperation in the Russian War Relief campaign, which has just been organized in the State, to collect clothing and shoes for the Russian people.

"I am writing," Supt. Erwin stated, "to request your participation in an effort to supply much needed clothing for our allies, the Russians." "This organization," Supt. Erwin further stated, "operates under the regulations of President Roosevelt's War Relief Control Board."

A State Committee composed of the following persons has been named:

Governor J. M. Broughton,  
Honorary Chairman  
Hon. J. C. B. Ehringhaus,  
Chairman  
Junius H. Rose, State Director  
C. D. Douglas, Treasurer  
C. A. Upchurch, Jr., Publicity Director

Full instructions as to the conduction of the campaign have been sent to each superintendent, it is learned.

## King School Gives Music Festival

King High School, Stokes County, presented on April 4 its second annual music festival. Reports are that this occasion, participated in by 80 members of the Glee Club including singers of all ages from the small elementary students to high school seniors, was highly successful being thoroughly enjoyed both by the participating students and the large assembly of listeners.

"Although most of the numbers were presented in finished style," it is reported, "the particular beauty of the presentation lay in the obvious joy of the singing which the musicians displayed."

The festival was under the local direction of Miss Sadie Wilson, music teacher for the school. C. M. Felts is principal.



## Manual Proves Helpful to Currituck Teachers

A "Manual for Teachers," prepared by E. C. Woodard, Superintendent of the Currituck County Schools, has proved to be very helpful to the teachers of that school administrative unit, it is learned.

This mimeographed bulletin includes a number of items selected because of their contribution to the early, effective functioning of the school program. A preface by the superintendent sets the pattern for the school work of the year, and following this is a directory of officials, teachers, and local school committees. There is then an article in which suggestions are made for the organization of the activity period. This is followed by helpful items concerning reports and vouchers, book reports, and other reports.

Many phases of the school program are discussed, probably difficulties mentioned, and helpful suggestions concerning successful procedures are indicated.

The sections in the "Manual," which are concerned with the P.T.A., the extra-curricular activities, and the use of school buildings for other than school purposes, are simply done; but have been, it is reported, very helpful to the P.T.A., faculty groups, and students who participate in these areas of school work.

Although simply and briefly done, the Currituck County "Manual for Teachers" is providing a real assistance to teachers and administrators in the county. "During the present time, with the relatively large turnover of teachers, it is especially desirable" says Superintendent Woodard, "to have certain phases of school regulations and practices easily available for reference."

## Teachers Have Continuous Contracts

Under the present school law of North Carolina the contracts of teachers and principals "shall continue from year to year until said teacher or principal is notified" . . . "by registered letter, of his or her rejection prior to the close of the school term." This automatic employment for the ensuing term, if no registered letter of rejection is received, is contingent upon the following two requirements: (1) That the number of teachers allotted for the ensuing year is not reduced, and (2) that the teacher or principal notify the superintendent within ten days after the close of school of his or her acceptance of employment for the following year.

In the case of teachers and principals desiring employment in a different administrative unit the following procedure is necessary under the law:

1. Application in writing must be made to the superintendent.
2. In a county unit the district committee elects both teachers and principals subject to the approval of

the county superintendent and the county board of education.

3. The teachers are nominated by the principal.

4. In case of disagreement between the principal and committee, the county board makes the final selection.

5. In a city unit teachers and principals are elected by the board of trustees upon recommendation of the superintendent.

6. All contracts must be written on forms furnished by the State Superintendent of Public Instruction.

## Penn. State Reading Conference Postponed

The Pennsylvania State College postponed the annual Conference on Reading Instruction from April to July 19, 20, and 21, 1944, it was recently announced. The main theme of the conference this year will be *Developing Basic Reading Abilities*. The conference activities have been organized around demonstrations in the Summer Session Demonstration School, seminars, and lectures. Sectional meetings will be differentiated for elementary and secondary teachers, teachers of exceptional children, supervisors and school psychologists.

Complete copies of the program may be obtained by writing to Miss Betty J. Haugh, Reading Clinic Secretary, Room 8, Burrowes Education Building, The Pennsylvania State College, State College, Pennsylvania.

## Teachers Should Help Develop Children's Bodies

"It is unforgivable for educators to be so enthusiastic over development of the mental processes that children are allowed to slump day after day, month after month, and year after year with only an occasional ill-stated admonition to 'throw your shoulders back,' and 'throw out your chest'—so state Jeannette R. Patten and Mildred H. Kearns, teachers of Physical Education and Health at Woman's College, in a recent article, which appeared in *The Health Bulletin*, published by the State Board of Health.

According to Misses Patten and Kearns "Poor habits of sitting, standing, walking, lowering and rising from a seated position, picking up an article from the floor, lifting a heavy object, performing household tasks, as well as other actions, are found prevalent among children and adults everywhere. . . . Many (of these poor habits), they say, are due to faulty positions allowed in school while busy at school tasks.

"Because most children do not seem to develop physically and adopt good habits alone, educators have the opportunity to train and guide children in body mechanics and make them intelligent concerning their greatest asset, the manipulation of the body in which they live.

"Much can be done by the classroom teacher to interest the child in improved appearance from the maintenance of better positions by (1) teaching him stunts that will help him to experience the good position and teach him to attain it, (2) establishing of better habits of sitting, standing, and moving, (3) providing opportunity for practice in the above, (4) complimenting the child any time during the day when good body mechanics are shown."

## Institute of International Relations to be Held June 15-22 at Woman's College

The eleventh annual Carolina Institute of International Relations, arranged by the American Friends Service Committee, will be held this year June 15-22 at the Woman's College, Greensboro, it was recently announced by Edwin L. Duckles, Secretary. The theme of this year's institute is "World Organization for Enduring Peace."

Among the speakers already arranged for are the following:

*Martin Hall*, noted journalist and news commentator.

*Albert S. Keister*, Head of the Department of Economics, Woman's College. Arbitrator for the National War Labor Board.

*Ira DeA. Reid*, Professor of Sociology, Atlanta University. Co-Secretary of the Southern Regional Council.

*Marguerite Bro*, widely known author, lecturer, and educator. For many years resident in China.

*A. J. Muste*, Executive Secretary, Fellowship of Reconciliation. Consultative member, Committee on Church and Social Service, Federal Council of Churches, and

*E. Raymond Wilson*, Secretary, Friends Committee on National Legislation, Washington, D. C.

The institute is open to men and women interested in international affairs and the building of a better world, the announcement reads. Tuition is six dollars for the entire period or one dollar per day. Room and board is fifteen dollars for the eight days or two dollars per day.

## Plan Made for School for Clerical Assistants

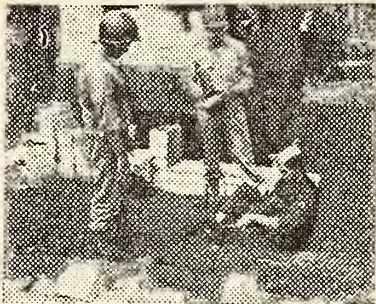
At the February 24th meeting of the State Board of Education, a plan for a school for clerical assistants of local superintendents was approved. The plan, presented by Acting Comptroller Paul A. Reid, is to hold this school at the Woman's College this summer, the instructional staff to be supplied from the Comptroller's Office, the State Treasurer's Office and the State Department of Public Instruction.

The tentative dates for this school, Mr. Reid states, are July 10-14. According to the minutes of the Board "The cost to the State Board of Education, apart from providing instructors, is not to exceed \$9.00 per student for four days, which is the cost to the Woman's College for registration, meals, and lodging."

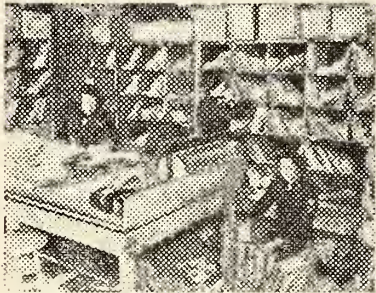


# How Waste Paper goes to war

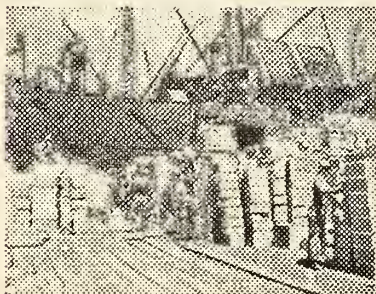
The waste paper you collect, bundle and turn in is rapidly reprocessed into war paper for our fighters. They use it in over 700,000 ways. They *must* have it. So never burn or throw away waste paper—turn it *all* in—*now!*



**PAPER BOXES** contain replacements of rapidly worn out equipment, trucked in close to the front lines by the Quartermaster Corps.



**PAPER MESSAGES**, V-mail or ordinary mail, are helped on their way by WAVES. Thus paper helps to shorten the distance between loved ones.



**PAPER FOOD CARTONS** go all over the globe. Each is handled with care until it arrives at the battlefield.

**U. S. Victory  
WASTE PAPER Campaign**



## The Paper Crisis

Officials of WPB and the paper industry are seeking to stimulate the collection of waste paper thru the schools. Due to manpower and trucking deficiencies, the pulpwood sources are declining. According to a recent Gallup Poll only 53 percent of all persons questioned are now saving paper regularly for salvage. About half the householders say that no one has called to pick up the waste paper.

A meeting was recently called by the U. S. Office of Education to determine ways of stepping up school campaigns where they are not already well developed. The schools are requested not only to save waste paper, but to assist in the campaign to collect waste paper from homes, stores, and other places.

## Peabody to Hold Conference on Post War Education

Post War Education will be the theme of the annual conference on curriculum improvement to be held at Peabody College on July 25, and 26, 1944. This is the fourteenth conference in a series which in recent years has had a registration of from 800 to 1000 people. More than 100 speakers, discussion leaders, and panel members will participate in the program.

The purpose of the conference is to help school people to plan the role which the school should play after the war. As far as possible, every session of the conference will be devoted to a consideration of the practical problems with which educators are confronted in their communities.

No registration or other fees are required of those attending the conference. All the sessions are held on the campus under the trees. For a list of hotels and other housing accommodations, including rates, please write to Curriculum Conference, Peabody College, Nashville 4, Tennessee.

## State Board Approves Oil Prospecting on State Lands

Following a joint meeting with the State Board of Conservation and Development and representatives of the Coastal Plains Company, a partnership organized to prospect for oil, gas and mineral deposits in the State, the State Board of Education on March 31 passed a resolution expressing "its willingness to cooperate with the Coastal Plains Company in their prospecting for oil and gas deposits" on the land known as the Great Holly Shelter Pocosin and Angola Pocosin, lands owned by the State Board. The fact that these lands are now under lease to the State Board of Conservation and Development, in accordance with law, as a game refuge, necessitated the collaboration of the two Boards before any action was taken.

The State Board of Education also authorized the appointment of a committee to confer with a like committee from the Board of Conservation and Development, such joint committee to confer with the Attorney General, and furthermore that the Chairman and Secretary of the Board be authorized to execute such lease contract as would be proper and sufficient to safeguard the interests of the State.

Under the Constitution the net proceeds of the sales of swamp lands belonging to the State "shall be paid into the State Treasury and shall be faithfully appropriated for establishing and maintaining a system of free public schools and for no other purpose." Although in this case there is no sale, the State Board has specified that the contract made with the Coastal Plains Company "shall include a provision that all income and royalties," if any are derived, shall be disposed of as provided for in the Constitution.

## Children Should Buy Bonds and Stamps During Summer

As more and more military-age civilians go into uniform, school-age children move into adult jobs. More than 5 million school youth, 14 through 17 years of age, will be working this summer, according to estimates of the Children's Bureau of the Department of Labor. Whether they are busy at fulltime jobs or part-time, all will be adding to our already enormous national income.

As soon as the summer vacation begins, students will go to their jobs, away from school War Savings projects, away from group pressures helpful to those for whom regular saving is new. During the school year, War Savings activities have reinforced lessons in thrift guidance. Before schools close, teachers should make sure that students begin summer jobs with summer savings objectives planned and programmed.

Class discussion of War savings helps to establish guiding principles for summer savings. Each student should draw up his own schedule of War Bond investments for the coming months. In addition, students should know where to purchase extra Bonds and Stamps during the summer and whether these will be credited to their schools in the fall.

## Rockingham Schools Produce N. C. Pageant

The eighth grade groups in the Rockingham City Schools recently produced a pageant based on their study of North Carolina and presented it in the local high school auditorium to parents, teachers and students. A total of 13 scenes from North Carolina history were presented. The production, it is reported, did much to increase interest in the study of the State and was an excellent means of bringing art, music, literature, and language into the social studies course.



## Fortune's Women—Will They Be Teachers?

In a poll, claiming to represent the opinions of 17,000,000 women between the ages of 20 and 35, *Fortune Magazine* discovered that not very many of these women prefer teaching as their career. Only 6.8 percent of all women interviewed named teaching as their preferred occupation. On the other hand, 17.8 percent of the college-trained women named teaching.

Here is what *Fortune* asked and what the women replied:

If you had your choice, what kind of work would you like to do?

	ALL WOMEN	ATTENDED COLLEGE
Office or Clerical.....	25.0%	14.5%
Factory .....	12.2	0.6
Nursing .....	9.5	4.2
Civil Service .....	9.4	7.5
Pro. or Executive....	9.0	21.1
Arts (theatre, music, etc.) .....	7.0	13.4
TEACHING .....	6.8	17.8
Sales .....	3.9	0.9
Personal Service....	3.5	0.5
Other .....	14.2	19.5

## Teacher Qualifications Listed

What are the points to consider in employing a teacher?

The State in issuing a certificate to a person considers only the scholastic training of the individual. "All teachers and principals" the law says "... shall be required to hold certificates ... and no contract for the employment of teacher or principals is valid until the certificate is secured."

The law also provides that teachers and principals and others serving as employees in the public schools shall file a health certificate each year with the superintendent.

These two legal requirements cover only the scholarship and a phase of the health qualifications which teachers should have. In addition to these two, there are other desirable qualities every teacher should possess, and these the principal, local committee and superintendent should consider in the employment of teachers. A few of these other qualities are: personality, experience, adequate training in public relations, ethical character, attitude toward professional growth, making proper use of leisure time, dependability, resourcefulness, loyalty, and a love and sympathetic understanding of children.

## Community Arts and Crafts Become Part of Curriculum

At the Westmore school in Moore County pupils throughout the twelve year program are studying the making of pottery which is an art that has been practiced in that community for generations. In the third grade pupils have been making a collection of pottery of all

kinds, including of course the many kinds made in their community. More advanced study of ceramics and design occurs in the upper grades. In the home economics department one may find beautiful pottery which was made by a former pupil from native clay and burned in the kilns just a little way from the school. Recently a potter's wheel has been installed at the school and all interested pupils now have an opportunity to

learn the ancient craft which their fathers followed.

Principal T. Roy Phillips and Supt. H. Lee Thomas report that plans are now being made for a large community pottery exhibit to be held as soon as gasoline restrictions are removed. The exhibit would show especially hand made pottery made in the community and pieces produced by students of the school.

## TEACHERS FOR OUR TIMES

Latest American Council on Education survey of the teaching profession is news because it appears at a critical moment in the history of the profession; because it points out—not only for the educator but the layman as well—the qualities that should be sought for in teachers; and finally because it is a readable book.

From the more lucid paragraphs of *Teachers for Our Times*, EDPRESS NEWS LETTER has selected the following panorama of the Nation's teachers:

### Of their number

Some 1,000,000 persons are serving as teachers, supervisors, and administrators in the elementary and secondary schools of the United States today. . . . The relative size of this body will be made clearer by some comparisons. Let us imagine an "average" community of 10,000, typical of the nation as a whole. . . . Of the 6,500 inhabitants 20 years of age or older, 75 will be teachers. In the same population, there will be only 13 lawyers and judges, 13 physicians and surgeons, 10 clergymen, and 6 dentists. So far as numbers are concerned, the teachers clearly constitute a leading professional group.

### Of their age and sex

Most American teachers are women. Sixty years ago two teachers out of every five were men, but the proportion steadily decreased until by 1930 of six teachers only one was a man.

As to age, teachers are, on the whole, no longer as young a group as was formerly the case. . . . The percentage of teachers more than 45 years of age rose from 8 to 17 during the four decades between 1890 and 1930. By 1940 it was probably approaching 20 percent. But there is reason to believe that the median age of teachers remains below 35 years. . . .

### Of their Diversity

. . . If all the teachers of the Nation could be brought together in some vast conclave there would be included Catholics, Protestants, and Jews, "old" Americans and second-generation folk, and immigrants, Indians, Negroes, whites, and Orientals. . . .

### Of their cultural background

Those responsible (for teacher training) cannot assume that they (the teachers) have had ready access to great works of art or music or that they have been saturated in literature of the highest quality. They are likely to come of hard-working substantial stock, and to share the strength and weaknesses of the great bulk of our people. . . .

### Of their intelligence

As compared with the general run of gainfully employed adults, teachers constitute a superior group as to intelligence. They are apt to have had good records in high school and must, of course, have completed their college work. . . . satisfactorily.

### Of their power and influence

We see before us a great procession. Here march 1,000,000 men and women, those who teach the sons and daughters of the nation. Some are about to relinquish their duties, but behind press an added 285,000 from whose numbers. . . . replacements will be drawn. . . . Here is a mighty army of intelligent Americans, counting among their number representatives of all our races, all our nationalities, all our creeds. . . .

We cannot view this spectacle. . . . without our minds leaping beyond to consider that vaster multitude in whose service this army of teachers is enlisted. That multitude consists of more than a fifth of the nation, the 28,900,000 children and youth of our schools.

When we consider the total significance of (the teacher's) function in society. . . . we see that teachers are truly indispensable; that their quality is a matter of deep concern to us all. . . . Edpress News Letter, Vol. VI., No. 18.



# STATE SCHOOL FACTS

## TRAINING OF TEACHERS

The discussion of this and the next two numbers of "State School Facts" will center around the teacher as their main theme. This particular discussion concerns the scholastic training of teachers and principals for the 22-year period from 1921-22 to 1942-43 inclusive. The figures presented in the accompanying table are used as the basis for this discussion.

THE TABLE

This table entitled "Number and Percentage of Teachers and Principals at the Several Levels of Training" is divided into three parts:

1. Number and percentage of white teachers and principals.
  2. Number and percentage of Negro teachers and principals.
  3. Number and percentage of total teachers and principals.
- At the outset it should be stated that 1921-22 was selected as the beginning year of this table simply because that was the first year the tabulation as to the scholastic training of teachers and principals based upon certificates held was made. This tabulation, therefore, does not take into consideration any training or experience other than that indicated by the type and class of certificate held by the teachers employed during the year of employment. These various certificates were tabulated and translated into years of scholastic training as follows:

4. Approximately the same number were in the 3 years college group in 1942-43 as were in this group in 1921-22; yet at one period, 1932-1937, there were over 4,000 white teachers in this classification.

### 2. Negro

The number of Negro teachers and principals employed in the State was 4,554 in 1921-22. This number increased each following year until 1929-30, when there was a decrease from 6,180 the next preceding year to 5,951. Following this decrease there occurred yearly increases to 7,470 in 1942-43.

The average scholastic training of Negro teachers increased greatly between 1921-22 and 1942-43. The remainder of section 2 of the table indicates this training by number and percentage at each scholastic level. It will be noted that in 1921-22 the two largest groups were those (1,567) having only two years of high school training and those (1,510) having only high school graduation. There were only 113 Negro teachers who had completed four years in college.

It is interesting to note the yearly improvement of the number and percentage at each scholastic level and the gradual shift of these figures toward the higher group levels. At present, 1942-43, exactly 90 per cent of the 7,470 Negro teachers and principals employed had completed four years of scholastic training as follows:

## NUMBER AND PERCENTAGE OF TEACHERS AND PRINCIPALS AT THE SEVERAL LEVELS OF TRAINING

1. NUMBER OF WHITE TEACHERS AND PRINCIPALS

Year	High School				College					Total
	2 yrs.	3 yrs.	4 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.		
1921-22	1,504	1,383	5,523	887	2,659	888	2,410	*	15,254	
1922-23	858	1,787	5,315	1,009	2,867	1,270	2,713	*	15,819	
1923-24	577	1,704	5,147	1,237	2,842	1,748	3,142	*	16,397	
1924-25	487	1,233	4,952	1,731	2,843	2,190	3,512	*	16,948	
1925-26	265	1,767	4,548	2,170	2,776	2,610	4,196	*	17,332	
1926-27	235	361	3,677	2,661	2,781	3,081	4,909	*	17,705	
1927-28	117	168	2,885	2,885	2,700	3,368	5,850	*	17,973	
1928-29	55	90	2,111	2,926	2,692	3,580	6,747	*	18,201	
1929-30	43	42	1,236	2,571	2,540	3,712	7,455	*	17,599	
1930-31	56	30	675	2,368	2,498	3,995	8,235	*	17,857	
1931-32	35	19	385	1,885	2,318	3,938	8,478	*	17,058	
1932-33	32	14	277	1,525	2,226	4,137	9,074	*	17,285	
1933-34	---	12	166	1,080	1,970	4,165	9,388	*	16,781	
1934-35	---	14	74	681	1,666	4,218	10,364	*	17,017	
1935-36	---	38	65	409	1,242	4,222	11,387	*	17,363	
1936-37	---	23	37	250	891	4,077	12,371	*	17,649	
1937-38	---	20	32	149	546	3,442	13,744	*	17,933	
1938-39	---	15	24	121	364	2,478	15,255	*	18,257	
1939-40	---	27	20	74	261	1,696	16,460	*	18,538	
1940-41	---	28	16	65	197	1,214	17,128	*	18,648	
1941-42	---	62	10	46	156	853	17,431	*	18,860	
1942-43	---	109	21	48	319	851	16,968	*	18,809	

2. NUMBER OF NEGRO TEACHERS AND PRINCIPALS

1921-22	1,567	739	1,510	68	519	38	113	*	*	4,554
1922-23	1,251	1,076	1,547	85	554	90	129	*	*	4,732
1923-24	1,089	1,269	1,589	169	614	159	148	*	*	5,037
1924-25	1,002	1,295	1,594	369	604	270	175	*	*	5,309
1925-26	817	1,267	1,682	556	595	437	215	*	*	5,569
1926-27	864	1,053	1,616	719	573	644	274	*	*	5,743
1927-28	748	900	1,584	850	636	830	411	*	*	5,959
1928-29	569	706	1,645	1,013	666	1,013	568	*	*	6,180
1929-30	431	587	1,250	1,063	740	1,160	720	*	*	5,951
1930-31	411	476	916	1,201	780	1,341	918	*	*	6,043
1931-32	391	424	660	1,246	815	1,583	1,003	*	*	6,122
1932-33	349	358	468	1,296	877	1,750	1,157	*	*	6,255
1933-34	---	597	318	1,316	954	2,003	1,348	*	*	6,536
1934-35	---	479	180	1,970	1,174	2,265	1,588	*	*	6,656
1935-36	---	430	108	647	1,156	2,504	1,945	*	*	6,790
1936-37	---	462	63	387	948	2,775	2,379	*	*	6,909

\*There are now, 1942-43, 6,471 more teachers and principals employed than was true in 1921-22. The average scholastic training of the total

When the first Graduate Certificates were issued by the State Department of Public Instruction,



These figures were tabulated and translated into Negro teachers and principals were issued by the State Department of Public Instruction.

### 1. White

In 1921-22 there were 15,254 white teachers and principals employed in the public schools of the State. This number increased until 1929-30, when there was a drop from the 18,201 employed the year preceding to 17,599. The following year there was a slight increase, followed by a further drop in 1931-32 to 17,058. Another slight increase occurred in 1932-33 followed by a decrease to 16,781 in 1933-34, which was the lowest number of white teachers and principals employed between 1923-24 and the present. During 1942-43, the latest year for which figures are available, there were 18,809 white teachers and principals employed.

An examination of that part of the table showing the scholastic training of this instructional personnel will disclose many interesting features, among which are the following:

1. During 1921-22 more than 50% of the total 15,254 teachers and principals employed had no college training. Less than 1% of the number employed in 1942-43 were in groups below the college level.

2. The number in the 4 years college group increased from 2,410 in 1921-22 to 16,968 in 1942-43. All teachers and principals employed in 1942-43 except 1,348 were in the 4 and 5 years college groups.

3. Nearly 500 of the white teachers and principals employed in 1942-43 had obtained graduate certificates, and therefore were in the 5 years college group.

There are now, 1942-43, 6,471 more teachers and principals employed than was true in 1921-22. The average scholastic training of the total teachers and principals employed has increased also, from only 12.7 per cent in the 4 years college group to 92 per cent in this group. Only 204 teachers held certificates based on training not obtained in institutions of higher learning.

It will be noted that there was a slight increase in the number of teachers in the groups below 3 years college in 1942-43. This is accounted for by the war. The total increase in the number of teachers in these groups amounts to only 154, however, which is negligible among a total of 26,279 persons employed. Most of this increase, 144, occurred in the 2 year college group. More significant is the fact that there were 219 more persons in the 5 year group.

The teachers and principals of North Carolina have very high scholastic training, as the figures presented show. Only 2.6 per cent of the total number employed in 1942-43 had training based on less than three years in college. The contrast in the training of teachers employed in 1942-43 with those employed 22 years ago is noted by comparing the per cent in each respective group for 1942-43 with the per cent for 1921-22 as given in the last section of the table. For example, in the 2-year high school group the figures are 15.5 per cent in 1921-22 and none in 1942-43; in the 3-year high school group 10.7 per cent and .7 per cent; and so on to 4 year college group which increased from 12.7 per cent to 89.9 per cent.

1942-43	67	7	10	97	97.9	9.053	30	4,710
1921-22	34.4	16.3	33.1	1.5	11.4	.8	2.5	100.0
1922-23	26.4	22.8	32.7	1.8	11.7	1.9	2.7	100.0
1923-24	21.6	25.2	31.5	3.4	12.2	3.2	2.9	100.0
1924-25	18.9	22.7	30.0	6.9	11.4	5.1	3.3	100.0
1925-26	14.7	22.7	30.2	10.0	10.7	7.8	3.9	100.0
1926-27	12.5	18.3	28.2	12.3	10.0	11.2	4.8	100.0
1927-28	12.5	15.1	26.6	14.3	10.7	13.9	6.9	100.0
1928-29	9.2	11.4	26.7	16.3	10.8	16.4	9.2	100.0
1929-30	7.2	9.9	21.0	17.9	12.4	19.5	12.1	100.0
1930-31	6.8	7.8	15.2	19.9	12.9	22.2	15.2	100.0
1931-32	6.4	6.9	10.8	20.4	13.3	25.8	16.4	100.0
1932-33	5.6	5.7	7.5	20.7	14.0	28.0	18.5	100.0
1933-34	---	9.1	4.9	20.1	14.6	30.7	20.6	100.0
1934-35	---	7.2	2.7	14.6	17.6	34.0	23.9	100.0
1935-36	---	6.2	1.6	9.5	17.0	36.9	28.7	100.0
1936-37	---	5.2	.5	5.5	17.0	40.2	34.5	100.0
1937-38	---	3.9	.5	2.7	8.5	41.1	43.3	100.0
1938-39	---	3.2	.4	1.6	5.2	33.7	55.9	100.0
1939-40	---	2.2	.3	1.0	3.4	25.3	67.8	100.0
1940-41	---	1.8	.2	.7	2.2	18.5	76.6	100.0
1941-42	---	1.5	.1	.4	1.5	11.9	84.2	100.0
1942-43	---	.9	.1	.1	1.3	7.6	89.2	100.0

### 3. TOTAL NUMBER OF TEACHERS AND PRINCIPALS

1921-22	3,071	2,122	7,033	955	3,178	926	2,523	19,808
1922-23	2,109	2,863	6,862	1,094	3,421	1,360	2,842	20,551
1923-24	1,686	2,973	6,736	1,406	3,456	1,907	3,290	21,434
1924-25	1,489	2,528	6,546	2,100	3,447	2,460	3,687	22,257
1925-26	1,082	2,034	6,230	2,726	3,371	3,047	4,411	22,901
1926-27	1,099	1,414	5,293	3,380	3,354	3,725	5,183	23,448
1927-28	865	1,068	4,469	3,735	3,336	4,198	6,261	23,932
1928-29	654	796	3,756	3,939	3,358	4,593	7,315	24,381
1929-30	474	629	2,486	3,634	3,278	4,872	8,175	24,550
1930-31	467	506	1,591	3,569	3,280	5,356	9,153	23,900
1931-32	426	443	1,045	3,131	3,103	5,521	9,481	23,180
1932-33	381	372	745	2,821	3,103	5,887	10,321	23,540
1933-34	---	609	484	2,396	2,924	6,168	10,736	23,617
1934-35	---	493	254	1,651	2,840	6,483	11,952	24,153
1935-36	---	468	173	1,056	2,398	6,726	13,332	24,558
1936-37	---	385	100	632	1,839	6,852	14,750	24,899
1937-38	---	291	64	334	1,139	6,308	16,763	25,370
1938-39	---	241	53	234	736	4,877	19,229	25,776
1939-40	---	186	43	150	505	3,526	21,366	25,947
1940-41	---	160	31	118	357	2,563	22,718	26,280
1941-42	---	175	19	73	272	1,734	23,677	26,279
1942-43	---	176	28	58	416	1,421	23,631	26,279

### Percentage

1921-22	15.5	10.7	35.5	4.8	16.1	4.7	12.7	100.0
1922-23	10.3	13.9	33.4	5.3	16.7	6.6	13.8	100.0
1923-24	7.8	13.9	31.4	6.6	16.1	8.9	15.3	100.0
1924-25	6.7	11.4	29.4	9.4	15.5	11.0	16.6	100.0
1925-26	4.7	8.9	27.2	11.9	14.7	13.3	19.3	100.0
1926-27	4.7	6.0	22.6	14.4	13.9	15.9	22.1	100.0
1927-28	3.6	4.5	18.7	15.6	14.3	17.5	26.2	100.0
1928-29	2.5	3.3	15.4	16.2	13.8	18.8	30.0	100.0
1929-30	2.0	2.7	10.6	15.4	13.9	20.7	34.7	100.0
1930-31	2.0	2.1	6.7	14.9	13.7	22.3	38.3	100.0
1931-32	1.9	1.9	4.5	13.5	13.5	23.8	40.9	100.0
1932-33	1.6	1.6	3.2	12.0	13.2	25.5	43.4	100.0
1933-34	---	2.1	1.0	10.3	12.5	26.5	46.0	100.0
1934-35	---	2.1	1.0	7.0	12.0	27.4	50.5	100.0
1935-36	---	1.9	.7	4.4	9.9	27.9	55.2	100.0
1936-37	---	1.6	.4	2.6	7.5	25.3	60.0	100.0
1937-38	---	1.2	.3	1.3	4.6	19.2	67.3	100.0
1938-39	---	1.0	.2	.9	2.9	13.7	75.8	100.0
1939-40	---	.7	.1	.6	2.0	9.9	82.9	100.0
1940-41	---	.6	.1	.4	1.4	6.6	90.1	100.0
1941-42	---	.7	.1	.3	1.0	5.4	97.6	100.0
1942-43	---	.7	.1	.2	1.6	5.4	89.9	100.0

\*Counted in 4 years college group prior to 1941-42.



# History Of State System Of Teacher Certification Traced

The year 1917 marks the beginning of the State system of certification and training of teachers in North Carolina. That year the old State Board of Examiners, created in 1897, was abolished and in its place the State Board of Examiners and Institute Conductors was established.

This Board was made up of three men and three women, in addition to the State Superintendent as chairman and the State Supervisor of Teacher Training and Superintendent of the State Normal Schools for the Colored Race and the Cherokee Indians as Secretary.

This first Board comprised the following personnel: J. Y. Joyner, Chairman; E. E. Sams, Secretary; J. H. Highsmith, Wake Forest; A. T. Allen, Salisbury; D. F. Giles, Raleigh; Susan Fulghum, Goldsboro; Hattie Parrott, Kinston; and Mrs. T. E. Johnson, Salisbury.

This Board was given the entire control of examining, accrediting without examining and certifying all applicants for positions as teachers, principals, supervisors and superintendent in the public schools. This Board also had the power to classify and define the various types of certificates and to prescribe the standards under which they would be issued. During the period from 1917 to 1921, the life of this Board, certificates were issued upon the basis of training or by examination.

In 1921 this Board was abolished and its duties transferred to the State Board of Education, with the administration of its rules governing certification under the direction of a Division of Certification created in the Department of Public Instruction. A. S. Brower who was Director of the Division of Finance and Statistics, was made also Director of this new Division.

In 1923, Mr. Brower resigned his position with the Department to go with State College as Comptroller and Dr. James E. Hillman, who was Professor of Education at the Appalachian State Teachers College, Boone, was chosen to succeed him as Director of the Division of Certification. Dr. Hillman, at the same time, succeeded the late A. T. Allen, who became State Superintendent, as Director of the Division of Teacher Training.

These two divisions maintained separate identities with Dr. Hillman at the head of each until 1929, when they were merged into one Division of Teacher Training and Certification. This organization remained thus until January 1, 1934, when Dr. Hillman was chosen to head the newly created Division of Curriculum Construction, which was set up with the aid of a grant from the General Education Board to write a new State Course of Study. At this time the Certification part of the Division of Teacher Training and Certification, was merged with the Division of Finance with the title Division of Finance and Certification under the

## America's Financial Problems

Will returning servicemen be asked to assume the burden of paying for the war? Why don't we pay for the whole war out of taxes? When will the danger of inflation be over? How soon after the war should war controls (price control, priorities and rationing) be relaxed? Answers to these and related war finance problems are given in AMERICA'S FINANCIAL PROBLEMS, an address by Daniel W. Bell, Under Secretary of the Treasury.

THE MINUTE MAN, field staff magazine of the Treasury's War Finance Division, has devoted its entire April 1st issue to the speech. Pictures, graphs, table, sub-heads, an outline for study and discussion, and a list of reference material effectively supplement the text.

This clear, comprehensive statement of war and post-war financial problems offers material of special interest to teachers of economics, social studies, current events, and history. Single copies are available free on request from the War Finance Division, Treasury Department, Washington 25, D. C.

direction of C. D. Douglas, who had succeeded Mr. Brower as head of the Division of Finance in 1923.

Following the completion of the Course of Study project in 1935, the certification part of the Division of Finance and Certification was transferred to the Division of Professional Service, created with Dr. Hillman as Director; and this Division, which includes both certification and training of teachers, is under his direction at the present time.

## Modifications Made in Certificate Regulations

Because of the shortage of teachers some modifications were made in the conditions under which teachers were employed in 1942-43. In order to supply the schools with the best possible teachers, the rules of employment were further modified in 1943-44 by permitting salary ratings for those teachers employed who hold no certificate or did not qualify for a regular certificate.

The following types of ratings were authorized and applied:

1. *Emergency A Rating.* This rating was allowed a teacher who held a master's degree, including as

much as 6 semester hours required credit earned in 1926 or later for a class A certificate.

2. *Emergency B Rating.* This rating was given to a teacher whose records did not show as much as 6 semester hours as required for the Emergency A Rating; or who did not hold a certificate of any kind, but who had graduated from a standard two-year normal school or who had credit for 90 semester hours or more of standard college work including 6 semester hours earned in 1926 or later.

3. *War Permit Rating (Class C).* This rating was applied to a teacher who had earned credits sufficient for the Emergency B Rating, but did not have the required 6 semester hours indicated; and to those who held no certificate but who had credit for 60 semester hours or more not in excess of 89 of standard college work.

4. *County Second Grade Rating (Non-standard).* This rating was applied to teachers who held no certificate and who had less than 60 semester hours of standard college credit.

## Greensboro Supt. Writes for the Nation's Schools

"Health Is Basic to Learning" is the title of a 3-page illustrated article by Superintendent B. L. Smith of the Greensboro city unit which appeared in the March number of *The Nation's Schools*.

In this article Supt. Smith describes the many aspects of health education which are provided for in the Greensboro schools. Among some of the provisions for health mentioned by Mr. Smith are the following:

1. Ample playground space. Several schools have from 50 to 125 acres of land.
2. Safety provisions, including fire drills.
3. Sanitary facilities.
4. Provisions for play activities, both in and outdoors.
5. First aid.
6. Health examinations and immunizations.
7. Health records.
8. Clinics.
9. Health instruction.
10. Lunch program.

"Health," says Supt. Smith, "is considered basic to learning and essential to successful and happy living . . . Health instruction in the elementary grades is given by regular classroom teachers, who share with pupils their work, play and relaxation experiences throughout the day. The emphasis is upon healthful behavior . . . The junior high school program is in the hands of special teachers . . . The senior high school program continues a more advanced theoretical study and a wider variety of activities, including individual and small game sports and organized athletics . . . An extensive program has been developed for the summer vacation."



## N. C. Schools Receive National Recognition

Mrs. J. S. Blair, Chairman of the Educational Division of the North Carolina War Finance Committee, recently received notice from the Washington Office that the high school newspaper of Hendersonville, *Red and White*, was the State winner in the National Schools-At-War Editorial and Cartoon Contest. The judges were selected by the Columbia Scholastic Press Association. The editorial was written by Ethelyn Reaben on "Why Buy Bonds," and the winning cartoon, "Kill The Squander Bug" was drawn by Neva Brock.

Mrs. Blair and Mr. Allison James, Associate Manager of the North Carolina War Finance Committee, have recently returned from St. Louis, where they attended a National Planning Conference held by the Education Section of the National War Finance Division. They were more than pleased to find with the National Schools-At-War Exhibit, the War Record Book of Lee Edwards High School of Asheville. This book was one of three on a national tour.

According to Mrs. Blair, more than 200 planes have been financed by the school children in the State since Christmas, and panels with the names of these schools have been placed in the planes. More than a hundred other schools have notified the State War Finance Committee Office, at Greensboro, that they are qualifying for this recognition. The planes financed range in cost from a \$15,000 Cornell to a \$450,000 Flying Fortress.

Mrs. Blair further states that plans have already been sent to all of North Carolina's teachers for working out the continued participation in the War Program by the young people during the summer months, and in the Fifth War Loan Drive, even though schools are not in session. The Education Committee will also stress its work with the Scout organizations and other groups, as close to 5,000,000 young people will be working this summer. Mrs. Blair says her committee is particularly concerned with the problem of persuading youngsters, earning good money, to save a far higher proportion of their earnings than family men of similar incomes.

## Camden Supt. Has Unique Job Combination Plan

Superintendent E. P. Leary of Camden County has developed a rather unique plan of job combination in his unit, perhaps the only one of its kind in the State; he is using the same personnel, who in this case are women, in the lunch room program that drives the busses in the transportation system.

Supt. Leary reports that this combination is very effective in that it permits the payment of a greater remuneration for the performance of work in both fields resulting in

## Elementary Teachers Decrease; High School Teachers Increase

Although the total number of teachers and principals allotted annually and paid from State funds tends to increase, there has been a shift in the fields in which these teachers are employed. The records for the past several years show

*Number Teachers and Principals—State Allotted*

Year	Teachers				Principals				Total
	Elementary		High School		Elementary		High School		
	W	C	W	C	W	C	W	C	
1935-36	12,304	5,820	3,544	720	228	65	680	131	23,492
1936-37	12,275	5,855	3,720	789	241	65	684	139	23,768
1937-38	12,141	5,773	3,884	857	300	75	689	148	23,867
1938-39	12,108	5,824	4,080	913	315	78	697	161	24,176
1939-40	12,082	5,864	4,279	982	320	82	705	169	24,483
1940-41	11,965	5,814	4,423	1,071	328	86	706	176	24,569
1941-42	11,948	5,815	4,494	1,139	319	84	716	187	24,702
1942-43	11,891	5,756	4,588	1,209	324	87	721	194	24,770

a satisfactory wage return. Otherwise, Supt. Leary says, on account of the man power shortage and smaller salary permitted for the jobs separately, there would be difficulty in securing the personnel for jobs in either of these fields. According to Supt. Leary, the plan works this way: The women who work in the lunch room have been licensed as school bus drivers. Upon arriving at school they go to the lunch room, prepare the noon meal, and after the meal clean up and plan the next day's meal before they drive the busses back home.

As a result of this arrangement, there has been very little change either in his lunch room staff or in bus drivers, and the quality and quantity of the meals served have been up to standard.

Incidentally, it is learned that Supt. Leary has the support of the citizens of Camden County in developing this bus driver-lunch room worker job combination—in fact to such an extent that many patrons call on him for assistance, which he gladly gives, in making out their income tax reports.

## Pocket Manual of N. C. Trees is Re-issued

The pocket manual, "Common Forest Trees of North Carolina," by J. S. Holmes, State Forester, has been reissued in a revised 1944 edition by the Department of Conservation and Development, and is available for ten cents.

First issued in 1922, the booklet has been consistently in demand, says Mr. Holmes. The 1944 edition (the fifth) has added four tree descriptions, as well as a list of less important trees not mentioned in previous printings.

In a foreword, Mr. Holmes points out that although two-thirds of the State's area is classified as forest land, the average Tar Heel can "hardly even tell one kind of tree from another." The pocket pamphlet, with brief and simple descriptions and drawings is designed to make identification easy.

that the number of elementary teachers tends to decrease, whereas there has been a steady increase in the number of high school teachers permitted to be paid from State funds.

The number of both elementary and high school principals has increased, reports show.

The table presented below gives these years by figures from 1935-36 to 1942-43:

## Committee Adopts Program in Study of Negro Education

A program of study listing the items for consideration in its Study of Negro Education was adopted at a meeting held February 24 by the Committee from the State Board of Education, recently appointed for this purpose by Lieutenant Governor R. L. Harris, Chairman, following the recommendation of Governor J. M. Broughton.

The program adopted included the following items:

1. Consolidation and transportation, including buildings and busses necessary.
2. Equipment, general supplies and instructional supplies.
3. Additional high school facilities.
4. Additional vocational education facilities.
5. Jurisdiction of principals.
6. Colleges for Negroes.
7. Any other items.

It was agreed that the study on item 1, consolidation and transportation, should be ready for submission to the State Board by December 1, whereas items 2-7 should be ready by September 1.

The Committee decided upon the personnel of the membership of the various committees and sub committees who would assist in the preparation of report. This personnel included members of the staff of the State Department of Public Instruction, county and city superintendents and representative Negroes from the State Teacher's Association, the State Parent Teacher's Association, the Negro College Conference, ministers and business, and from the State at large.



## NEA Announces Publication of Pioneer American Educators

The National Education Association announces publication of a new book which has a special appeal for teachers and prospective teachers. This volume, *Pioneer American Educators*, tells the story of eighteen men and women whose vision and courage and diligence have helped to build our system of public schools and higher education into the great American institution that it now is.

Teachers know too little about the leaders in their own profession, whose contribution to this nation has been inspiring. This 160-page book, which will be available after May 15, gives you the opportunity to read the human interest account of the lives and service of the following educators: Thomas Jefferson, Horace Mann, Henry Barnard, Emma Willard, Mary Lyon, Thomas Gallaudet, Bronson Alcott, Mark Hopkins, Elizabeth Peabody, Susan B. Anthony, Frances E. Willard, Clara Barton, Alice Freeman Palmer, William T. Harris, Booker T. Washington, Ella Flagg Young, Charles W. Eliot, Martha Berry.

The book may be ordered from the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C., at 50c a copy. Discounts as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33 1/3 percent. Orders which amount to \$1 or less must be accompanied by cash. Carriage charges will be prepaid on cash orders but not on billed orders.

## Child Feeding Program Shows Gradual Growth

Although the schools will not use the entire \$1,350,000 allotted this year to North Carolina by the War Food Administration for inaugurating and operating a Child Feeding Program in the public schools, the month by month record of the amounts requested for reimbursement indicates that the program has shown a gradual growth.

In September 1943, when the program got started, there were requests for reimbursement from 139 schools totaling \$21,407.36. In March of this year, there were requests from approximately 625 schools for a total reimbursement of approximately \$124,493.20. Only 13 counties participated in the program during the first month of operation, whereas at present 93 counties have child feeding programs in one or more schools, ranging in size from a one-teacher school having about 20 pupils to a large city school in which 800 pupils are served their daily lunch.

Most of the schools serve the Type A lunch, which includes one-half pint of milk; two ounces of meat or fish (or one egg; or two ounces of cheese; or one-half cup of dried peas, beans, or soybeans; or four tablespoons of peanut butter); one cup of vegetables or fruit, or

one-half cup of each; one or more slices of bread or muffins or other hot breads made of whole grain or enriched flour or cereal; and two teaspoons of butter or oleomargarine with added vitamin A. This type of lunch sells for 10c in most schools.

Schools that participate in the Child Feeding Program serve only one type of lunch; ice cream, crackers, cakes, candies, and cold drinks may not be sold at the lunch period. Milk is always included as a part of the lunch when it can be obtained.

The month by month reimbursement costs from September 1943 to March were as follows: September \$21,407.36; October \$53,851.87; November \$79,785.02; December \$65,793.19 (Lower because of Christmas holidays); January \$104,325.47; February \$111,768.34; and March \$124,493.20 (Estimated). From these figures it appears that around \$800,000 of the \$1,350,000 allotted to this State will be used this school year.

## Spanish Language Institute to be Held in Mexico City

The United States Office of Education in cooperation with the National University of Mexico and the Ministry of Public Education will hold a Spanish Language Institute devoted to the special interests of the United States teachers of Spanish in Mexico City from June 27 to August 8, it is recently announced by Miss Bess Goodykoontz, Acting U. S. Commissioner of Education. This Institute, Miss Goodykoontz stated, is limited to an enrollment of 100 teachers; tuition for the six-weeks term is \$50.00.

Miss Goodykoontz states further that three courses, (1) conversation and composition, (2) Mexican literature, and (3) Mexican civilization, have been announced for two levels: *advanced*, for experienced Spanish teachers who wish to gain more facility in speaking the language; *less advanced*, for teachers whose major has not been in Spanish, but who are seeking a concentrated short-term course in Spanish. In addition to these courses, a number of Mexican teachers will serve as "informants" or guides.

Application forms and further information may be obtained from the Division of Inter-American Educational Relations, U. S. Office of Education, Washington, D. C.

## Educational Planning Commission Makes Preliminary Report

A preliminary report was made by the Chairman of the Educational Planning Commission, G. B. Phillips, to the North Carolina Education Association, at its annual meeting, March 22-24. This report emphasized the fact that an attempt had been made to prepare a broad foundation upon which to build the next steps of educational progress in the State. These steps are in-

volved in the element of quality much more than in the fact of quantity education.

The work of the Commission which has held three meetings of two days each has centered around the two topics: the Improvement of Instruction and the Improvement of Administration. Teacher education is the basic factor in the first problem—curriculum materials are of vital concern to the matter of instructional improvement. Tentative statements have also been prepared under the general head of Administration.

The Commission has worked with a sub-committee of the State Board of Education and is in close touch with all agencies interested in public education to the end that all forces will be united around a common program.

The North Carolina Negro Teacher's Association has authorized and appointed a similar commission to work on the program jointly. The chairman of the N. C. E. A. Commission has met with the Negro members and presented the plans to the State meeting of that Association.

That part of the tentative report on "Improvement of Instruction," which is more nearly complete, includes statements on teacher education and curriculum materials. The teacher education statement covers both pre-service and in-service phases of the subject. Under the first are discussed (a) the selection of candidates (b) professional courses (c) practical experience (d) certification basis and (e) others. The in service statement covers (a) induction plans (b) professional leadership (c) travel (d) institutes and summer schools (e) spread of good practice (f) premium on good teaching (g) leadership of principals (h) community activity (i) supervision and (j) others.

Under "Curriculum Materials" the committee will consider (a) evolution (b) selection (c) organization (d) adjustment (e) elimination and (f) placement.

As to consolidation the committee reported:

1. That geography will need to be considered in many cases in order to avoid the difficulties of natural barriers.

2. That sociological values will need to be considered in order to preserve and promote the essentials of community life.

3. That economic and cultural values will need to be considered.

The following educators compose this Educational Planning Commission: G. B. Phillips, Chapel Hill, Chairman; Paul Reid, Raleigh; J. W. Wilson, Charlotte; C. W. McArthur, Gastonia; Mrs. E. J. Hinnant, Wilmington; Annie Laurie Lawrence, Winston-Salem; R. A. Tomberlin, Weaversville; James A. Gerow, Burlington; D. B. Bryan, Wake Forest; F. H. McNutt, Greensboro; J. P. Sifford, Albemarle; R. M. Wilson, Rocky Mount; Mrs. Annie Laurie McDonald, Hickory; and J. Warren Smith, Raleigh.



## Teachers' Salaries Have Increased; So Has Their Average Training

Although the salary of the average classroom teacher, not including vocational teachers and principals, has just about doubled since 1933-34, when teachers' salaries were at their lowest point during the past two decades, the training of the average teacher is about one college year above the teacher employed at that time. The average annual salary paid the teachers of North Carolina was \$560 in 1933-34; now the average is estimated to be just twice that amount \$1,120. In 1933-34 the average teacher had been to college approximately three years, whereas the average teacher employed today is a college graduate. These figures include all teachers employed, both white and Negro.

The following table gives the average salary paid classroom teachers at two-year intervals from 1933-34 to 1941-42 and an estimate for 1943-44, which includes the War Bonus.

Year	White	Negro	Total
1933-34	\$ 622.11	\$ 407.30	\$ 560.22
1935-36	765.38	520.85	694.29
1937-38	915.99	646.86	838.31
1939-40	957.31	710.63	885.67
1941-42	1,005.97	837.40	956.72
1943-44	1,200.00	1,000.00	1,120.00

## Superintendent Erwin Receives Honors

The North Carolina Congress of Parents and Teachers presented State Superintendent Clyde A. Erwin with a Life Membership at its annual meeting which was held in Durham in April. Since life memberships are rarely presented, it is felt by educators that this is a high honor for the State Superintendent.

Supt. Erwin was also honored by the Georgia Educational Association by having been selected to deliver the principal address before that organization at its annual meeting last month in Atlanta.

## Teachers Leave Profession

In the last 2 years, the Office of Education, Washington, reports, 273,000 trained teachers have left the profession of teaching. In the school year 1942-43 there were approximately 864,500 teaching positions in the public elementary and secondary schools.

It appears, the office further reports, that 192,600 of these positions became vacant during and at the close of the year. About 37,600 of these retired. This left 155,000 positions to be filled by new teachers.

"In the fall of 1943, 169,700 teachers, 20 percent, or one in every five,

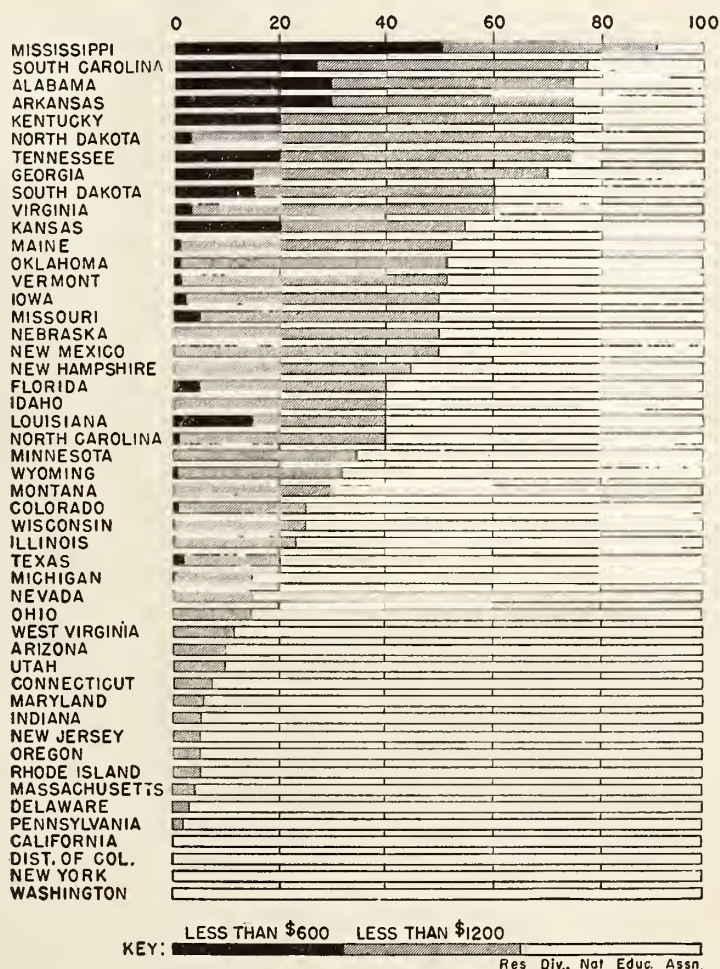
were new in their positions compared with 138,000, or 17 percent, in the fall of the previous year . . . The rate of teacher turn-over is increasing. Fewer teachers who leave, return to teaching positions. More trained teachers are leaving the profession. More teaching positions have to be abandoned. More teaching positions are unfilled. More teachers have to be granted emergency certificates."

"Over 10,000 men went into the armed forces from teaching jobs;

4,200 into business or industry, and 1,800 into the Federal Government. Approximately a quarter of the men leaving went to better teaching positions.

"The schools lost 4,800 women teachers to the WACS, WAVES, SPARS, and Marines during the summer vacation; 6,900 to government jobs, Federal, State, and local; 9,800 to business or industry, and 13,800 to matrimony. One-third of those leaving, however, went to better teaching jobs."

## ESTIMATED PERCENT OF TEACHERS PAID LESS THAN \$600 AND LESS THAN \$1200 IN 1943-44



When the United States entered the present war teachers' salaries averaged \$1,500. In 1942-43 the average rose to \$1,550. Although several states and a number of local districts have made definite improvements during the current year the profession continues to lose ground with the rising cost of living.

200,000 teachers have left teaching since Pearl Harbor.

Teachers-college enrollments have dropped 60 percent below 1940-41. 50,000 emergency teaching certificates have been issued this year—an increase of 2000 percent.

40,000 teachers, five out of every 100, are being paid less than \$600 a year—\$11.50 per week.

254,000 teachers, 30 out of every 100, are getting less than \$1200 a year—\$23 per week.

Living costs have risen 26 percent since August 1939, teachers' salaries less than 10 percent.



## LAWS, RULINGS, AND OPINIONS

### County Board of Education; Membership; Vacancies in Office; Leave of Absence

*In reply to inquiry:* Receipt is acknowledged of your letter of April 1 enclosing letter from ..... Superintendent of Schools of ..... County, in which it is stated that one member of the board of education of ..... County would be inducted into the armed forces within the next three or four weeks and a request is made as to the proper procedure to be followed in filling the vacancy.

If the member of the board of education who is being inducted into the armed forces of the United States desires a leave of absence, it would be necessary that Section 2 of Chapter 121 of the Public Laws of 1941 be followed. This section provides that any elective or appointive county official may obtain leave of absence from his duties for military or naval service for such period as the board of county commissioners may designate, such leave to be obtained only upon application by the official and with the consent of the board of county commissioners. The period of leave does not operate to extend the term of the office of the official beyond the period for which he was elected or appointed and if, by reason of the length of the period of absence or the nature of the duties of the official the board of county commissioners deems it necessary, it may appoint any qualified citizen of the county as acting official or substitute for the period of the official's leave of absence.

If the vacancy is created by means of a resignation or means other than the application for a leave of absence, such vacancy would be filled under the provisions of Section 115-42 of the General Statutes of North Carolina (C.S. 5416) which provides that vacancies in the membership of the county board of education by death, resignation or otherwise shall be filled by the action of the county executive committee or the political party of the member causing such vacancy until the meeting of the next regular session of the General Assembly and then by that body for the residue of the unexpired term. If the vacancy to be filled by the General Assembly in such cases occurs before the primary or convention held in the county, then and in that event nomination for such vacancies shall be made in the primary or convention. This section further provides that all vacancies that are not filled by the county executive committee within thirty days from the occurrence of the vacancy shall be filled by appointment by the State Board of Education.—Attorney General, April 3, 1944.

### Workmens' Compensation Act; Liability of School Authorities

*In reply to inquiry:* You have forwarded to this office a letter from Honorable ..... Superintendent of Schools of ..... County, in which he states that there is being constructed a cannery building with funds secured from public subscription, a federal grant and a small contribution from the county board of education. It is further stated that no written approval for the construction of the building has been given by the county board of education or the local school committee and that the only approval given is by the principal and the teacher of agriculture. The construction work is being done by the students enrolled in high school, under the supervision of the teacher of agriculture. You desire to know whether, in my opinion, if an accident occurred in the construction of said building wherein a student of said school is injured or killed, any question of workmens' compensation liability would arise.

Section 22 of the School Machinery Act of 1939, as amended, makes the provisions of the Workmens' Compensation Act applicable to all school employees and requires the State Board of Education to make arrangements to carry out the provisions of the Workmens' Compensation Act applicable to such employees as are paid from State school funds. The liability of the State is confined to school employees paid by the State from State school funds for injuries or death caused by accident arising out of and in the course of their employment in connection with the State-operated nine months school term, except the State is made liable for compensation on the basis of the average weekly wage whether all of the compensation for the nine months school term is paid from State funds or in part supplemented by local funds. The county and city administrative units are made liable for workmens' compensation for school employees whose salaries or wages are paid by such local units from local funds and for school employees employed in connection with teaching vocational agriculture, home economics, trades, and industrial vocational subjects supported in part by State and federal funds, which liability shall cover the entire period of the service of such employee. The section contains a proviso to the effect that it shall not apply to any person, firm or corporation making voluntary contributions to schools for any purpose and that such person, firm, or corporation shall not be liable for the payment of any sum of money under this Act.

In order to determine whether there would be any liability under the provisions of the Workmens'

Compensation Act, it would be necessary to know whether the construction work was being done by the students under a contract of employment for which compensation was paid or whether it was being done by the students as a part of the instructional program of the school. In order for any liability to arise under the provisions of the Workmens' Compensation Act, it is necessary that there be an employment. *BORDERS V. CLINE*, 212 N. C. 472.

If there is an employment within the meaning of the Workmens' Compensation Act, it is my opinion that the county administrative unit would be held liable under the provisions of Section 22 of the School Machinery Act. On the other hand, if there is no contract of employment and the work is being done purely as a part of the instructional program of the school, it is my opinion that there would be no liability for workmens' compensation. In no event would the State Board of Education, in my opinion, be liable.

In the second situation outlined in Superintendent ..... letter, it is clearly stated that there is no contract of employment and, if this is true, there would be no liability for workmens' compensation. It is my thought that Superintendent ..... should thoroughly check the facts relative to these propositions and, after having done so, should submit them to the county attorney or attorney for the county board of education and be guided by his opinion in the matter. The question of liability under the Workmens' Compensation Act must of necessity be determined by the facts in each particular case and you can readily see that this office can only lay down general principles and cannot undertake to anticipate the facts as they might arise in each particular case.—Attorney General, March 29, 1944.

### State Maintains No Monopoly in Education

The State maintains no monopoly in the education of its citizens—so held the Supreme Court of North Carolina in a recent decision, written by Justice Seawell, in which the Court affirmed the decision of the lower court in the case of the heirs of J. L. Murray, deceased, versus trustees of Murray's estate. The Murray heirs had attempted to terminate the trust provided for by Murray in his will for the establishment and maintenance of a school for the poor white children of Buncombe County on the grounds that the expansion of the State School system and the enlargement of opportunity adequately meet every educational demand of indigent children provided for in the will, and destroy the object of the trust.



## New Bulletin on Compulsory School Attendance Mailed

A new bulletin, Publication No. 247, Compulsory School Attendance, was mailed last month to all county and city superintendents for distribution to the public schools of the State.

In the Preface by State Superintendent Clyde A. Erwin, attention is called to the importance of regular school attendance. "Upon receipt of this publication," Supt. Erwin says, "I wish each of you to read it carefully, especially that part which concerns your duties and responsibilities, and begin *now* in line with the suggestions contained herein to inaugurate a program to secure better school attendance not only for the remaining months of this year, but for each succeeding year."

In addition to the Preface by the Supt. Erwin, the publication includes a statement by Mrs. W. T. Bost, Commissioner of the State Board of Charities and Public Welfare, the Compulsory School Attendance Law, recent Rulings of the Attorney General Concerning Compulsory School Attendance, Rules and Regulations of the State Board of Education including the recently adopted "Rules of Procedure for the Enforcement of the Compulsory Attendance Law," and a description of the forms authorized by the State Superintendent to be used in the enforcement of the law.

## Badin Pupils Practice Cleanliness

The shortage of paper towels has not stopped pupils of the Badin elementary school, Stanly County, from washing their hands before meals. Each pupil has brought from home a good terry towel which he keeps on his individual hook. There is a lavatory and soap in each classroom and pupils are allowed time for hand-washing. There is a laundry committee, changed at regular intervals, which gathers the towels when soiled and launders them. To facilitate the work a laundry has been set up in the basement. It is equipped with a washing machine, tubs and hot and cold running water.

This project has been one of the most helpful parts of the health program and also provides a type of work experience for girls that will be valuable to them as housewives, according to the principal of the school, P. M. Dulin.

# TAR HEEL EDUCATORS

Marcus Cicero Stephens Noble

*By Beth Crabtree of the State Department of Archives and History*

By the late 1870's it had become evident to thinking men that, if North Carolina was to recover from the Civil War and its tragic aftermath, something must be done to secure the promise of an enlightened and intelligent leadership. The answer to this problem appeared, to such thinkers, to be the creation of an educated populace from which could be drawn the leaders of the new era. The State was fortunate in having at that time of particular need a group of men such as McIver, Alderman, Aycock, Moses, and Joyner who were primarily interested in the establishment of a public school system which would insure equal opportunity for all citizens.

Among this band of educational pioneers, Marcus Cicero Stephens Noble was a leader. The son of Captain Albert Morris Noble and Mary Ann Noble, he was born in Louisburg, Franklin County, March 15, 1855. The family moved to Selma, in Johnston County, and there young Noble studied under Reverend W. B. Harrell and John C. Scarborough. Continuing his studies, he attended the Bingham School, near Mebane, for fifteen months before entering Davidson College. His stay at Davidson was brief, however, for, having completed the freshman courses, he returned to Bingham School to teach for a year. He next entered the University of North Carolina where he received his degree in pedagogy in 1879.

Following graduation from the University, Noble again returned to the Bingham School as an instructor and military commandant. He left there three years later to become the first superintendent of the public schools in Wilmington, North Carolina. The system in Wilmington at that time consisted of two white schools and two colored schools with a total enrollment of 900 students. Under his administration the student body increased to 1,700, the buildings were enlarged, and a new school building was constructed. During the summer months of the succeeding years, Noble served as a teacher in the University normal school and in the county institutions and normal schools. He resigned from the University summer school, however, to become superintendent of the normal school at Newton.

Noble left Wilmington in 1898 upon his appointment to succeed Edwin A. Alderman as professor of pedagogy at the University of North Carolina. The following summer he continued his teaching and, in cooperation with James Y. Joyner and Edward Moses, conducted teachers' institutes in several counties. They followed the program initiated by McIver and Alderman—that of lecturing on methods of teaching, school government, and other similar subjects connected with the conduct of public schools.

By 1913 the department of pedagogy had expanded into the school of education and "Dr. Billy," as he was affectionately known, became its first dean—a position he held until 1934. Not limiting his activities to the University, he also became president of the Bank of Chapel Hill. Upon his retirement from active teaching, Dr. Noble was appointed Kenan professor emeritus of education.

Along with his other activities, Noble engaged in writing. In 1885-86 he edited WILLIAMS' BEGINNER'S READER and DAVIES' STANDARD ARITHMETIC; in 1890 he wrote the North Carolina section of MAURY'S MANUAL OF GEOGRAPHY; he also did editorial work on THE TEACHING OF COUNTY GEOGRAPHY and wrote THE BATTLE OF MOORE'S CREEK BRIDGE IN 1776. His most outstanding publication, and one that won the Mayflower Cup in 1931, is A HISTORY OF THE PUBLIC SCHOOLS IN NORTH CAROLINA.

He was active in many phases of education, serving as a member of the following organizations: the first board of directors of the North Carolina Normal School (1891-1898), the State Board of Examiners (1897-1904), and the board of trustees of the Agricultural and Mechanical School for Negroes in Greensboro, becoming president of that board in 1907. In the latter year, Dr. Noble was appointed a member of the North Carolina Historical Commission and served the Commission as chairman from 1932 until his retirement ten years later.

In May, 1942, Dr. Noble suffered a stroke of apoplexy from which he rallied for only a short time. He died on the first day of the following June.

At the time of his death, "Dr. Billy" was the oldest member of the University faculty, having served for over forty years. With his fellow crusaders he had labored tirelessly, laying the foundation for a State-wide system of public schools and, as head of the University's school of education, he had exerted his influence in establishing that institution at the head of the system.



## From the Past

### 5 Years Ago

"Effective July 1 the following changes will be made in superintendents:

Morganton—Wm. S. Hamilton replaces W. F. Starnes.

Cabarrus—C. A. Furr replaces S. G. Hawfield.

Cherokee—Lloyd Hendrix replaces A. L. Martin.

Jackson—A. C. Moses replaces M. B. Madison.

Macon—G. L. Houk replaces M. D. Billings.

Madison—G. B. Rhodes (now Mrs. Edna B. Rhodes) replaces D. M. Robinson.

Mitchell—Jason B. Deyton replaces R. B. Phillips.

Northampton—N. L. Turner replaces P. J. Long.

Pamlico—Dallas Mallison (now Thos. S. Hood) replaces T. G. Leary.

Polk—W. E. Sawyer (now N. A. Melton) replaces P. S. White.

Tyrrell—W. T. Crutchfield (now W. J. White) replaces R. H. Bachman.

Union—E. H. Broome replaces E. D. Johnson.

Wilson (city)—S. G. Chappel replaces K. R. Curtis.

Yadkin—Fred Hobson replaces J. T. Reece.

"Forum conferences are being arranged in various sections of the State to be held during the month of May.

"Superintendent Clyde A. Erwin spoke before the North Carolina Public Health Association, meeting at the King Cotton Hotel, Greensboro, last Monday, May 1, in a symposium on the Coordination of Public Health and Related Agencies.

"Under the authority of Resolution No. 48, Governor Hoey recently appointed a five-man commission to study the feasibility of establishing a retirement system for teachers and other State employees.

"An increased enrollment of more than 16,000 adult students is shown by the April report of the WPA Education Program.—*Public School Bulletin, May, 1939.*

### 60 Years Ago

"The Normal Schools, both for the white and the colored teachers of the State, for the years 1883 and 1884 have been attended by a larger number of teachers than attended any previous session.

#### "GRADED SCHOOLS."

"Great interest is still manifested in many towns and cities throughout the State in these schools. They have generally met a reasonable public expectation in their management and in the work done. There are now in operation Free Public Graded Schools in Charlotte, Salisbury, Greensboro, Winston-Salem, Durham, Raleigh, Goldsboro, Wilson, Rocky Mount, New Berne, Kinston, Fayetteville, Wilmington, and Edenton, of which I have more or less information with perhaps others not occurring to me."—*Biennial Report of the Superintendent of Public Instruction of North Carolina, 1883-84.*

## Our Schools Must Go On

Teaching is a great trusteeship—the debt eternal of each generation to the new life which must take its place. As surely as children grow, the schools must go on. Education cannot wait. The neglect of growing youth cannot be repaired. The war intensifies the need for good teachers. Victories in war and peace are won not by machines, but by men—men of purpose, skill, initiative, and courage. Men mine the ore, make the steel, fashion the weapons, fly the planes, negotiate the treaties, keep or break the peace, build the future.—Printed by permission National Education Association.

## Methods for Filling Teaching Positions

Reports from 1,389 school systems, as of October 1, 1943, show that more than half of these systems had increased teachers' salaries, locally, and reinstated married teachers as the two most important methods of meeting the teacher shortage problem this fall. The next three most used methods were: replacing men with women, employing teachers from other school systems, and employing inexperienced teachers. These five most important methods are the same as were used last year, but 20 percent more systems had raised salaries locally, and 10 percent more had reinstated married teachers to meet shortages this year than last.

In the large cities, 10,000 population and more, 11 of the 37 cities reporting had transferred teachers from one field to another as a method of meeting shortages in critical fields. Employing out-of-State teachers was used by 10 to 25 percent of all school systems in places other than the largest cities. Increasing the teacher load was used by 10 to 20 percent of all school systems reporting, other than cities of 30,000 population and more. In cities with a population less than 10,000, and in counties and rural independent districts, 10 percent or more recalled retired teachers—almost half of the county districts reporting used this method.

The county districts were the only ones in which the closing of schools was used by any appreciable percent of the districts (13 percent) to meet teacher shortages. The pupils, however, were probably taken care of in other schools.

The most important method used by cities of 100,000 population and more was replacing men with women. The most important method used by all other types of school districts was to raise salaries locally. The second most important method of meeting teacher shortages by all school systems, except in cities of 30,000 population and more, was reinstating married teachers.—U. S. Office of Education.

## From the Press

**Kannapolis.** "Education, which has made great progress in the United States in recent years—and North Carolina has made an enviable record—faces its greatest task when the war is over and millions of men must be trained for jobs they have never heard about," declared Schools Superintendent W. J. Bullock when he addressed Kannapolis Jaycees last night (April 6.)

**Columbus.** In order to provide maximum benefit for the farmers of the county in connection with the use of the school children on the farms prior to the close of the schools for the 1943-44 term on May 16th, the Board of Education in regular session on Monday, April 3, ordered that all principals cooperate in arranging their opening and closing schedules to suit the needs of the majority of the farmers in each school.

**Statesville.** The question of a supplement to teachers' salaries was brought up last evening at the meeting of the Junior High School unit of the Parent-Teacher Association by the president, Mrs. A. W. Fanjoy.

**Greensboro.** A total of 8,658 professional visits were made to 6,679 homes by city school teachers during the fall and winter semester, Supt. B. L. Smith announced today (April 6.) In addition school principals made 215 visits.

**Wilson.** Wilson county became the first county in the State this week, to seek a program of rehabilitation from an educational standpoint for the men in the service who will come back after the war and who are already coming back after having been discharged for various reasons, it was learned here today (April 3).

**Person.** Lt. Gov. R. L. Harris of this city (Roxboro), speaker last night at the April meeting of the Person Schoolmasters' Club at which additional guests included members of the Person County, Roxboro District and local school boards in both the county and city, had high praise for these groups, who are, as he expressed it, "doing the real and important local job of keeping up with school affairs.

**Mecklenburg.** The Mecklenburg Board of Education had a meeting last night (April 13) and considered that phase of the annual budget which concerns repairs to school plants.

**Gastonia.** Second of a series of school-industry conferences was held at the Armington hotel tonight (April 14), and was attended by school teachers and officials.















